

Abstract

The Kuskokwim Campus of the University of Alaska Fairbanks (KuC) is a community campus within the College of Rural Alaska and Community Development. KuC is located in Bethel, the regional hub for southwestern Alaska, an Alaska Native Serving institution, and designated as a federal minority serving institution. KuC Student Services Department enrollment data for fall semester 2008 indicate that 96% of students were Alaska Native. KuC is a fully accredited two-year postsecondary institution recognized by the U.S. Department of Education; selected four-year and Master's degrees are also granted. KuC is requesting \$799,597 from U.S. Department of Housing and Urban Development Alaska Native/Native Hawaiian Institutions Assisting Communities Program to fund the activities proposed by Project *- Intentional Change for Community Betterment*.

The proposed Project- *Intentional Change for Community Betterment* is a collaborative venture among UAF-KuC, Yupiit Piciryarait Cultural Center (YPCC), State of Alaska Court System's Bethel Therapeutic Court (BTC), Regional Adult Basic Education (ABE) Center, Yuut Elitnaurviat (YE—The People's Learning Center or the regional vocational-technical training center) and Tundra Women's Coalition (TWC—the regional domestic violence and sexual assault prevention and victims service organization).

Partner programs will target low income local residents from the Yukon Kuskokwim Delta region (YK Delta), and primarily focus on disenfranchised women clients at TWC, graduates of the ABE center, (generally high risk drop-outs) who have received their GEDs, and offenders enrolled in the BTC who lack resource or job opportunities. Women who have been isolated, abused, and neglected and fled to TWC are among the most underserved and impoverished residents of rural Alaska. Therapeutic court selects clients who demonstrate

potential to be successfully reinstated into the community and workforce. The partnership among BTC, TWC, ABE and YPCC will touch over 250 to 300 individuals and more directly benefit approximately 75 -100 participants who will build basic job skills and enter the workforce. Growth opportunities will include careers in culinary arts, computers/Internet, retail, hospitality industry, construction trades and small business planning to develop economic sustainability while maintaining personal and cultural dignity. Those who complete the program will gain the confidence to enter the job market or start small businesses of their own. As participants return to their home communities with new skills, each of the communities will benefit as they will gain productive residents. Consequently, there will be increased economic development in the region.

Interested participants will be trained in the incubator gift shop and culinary space within the YPCC. Workshops and training will be held at YE and KuC. Project programs will be open to all community members and KuC students. Attendance will depend upon specific activity and will range from 10 to 50 in classes and 75 to 500 for events. It is projected that over 92% of participants will qualify as low- to moderate income based on 2006 USDA thresholds.

The impact of this project will be far reaching. Residents from the region, primarily low to moderate income, will use the strengths of traditional Yup'ik culture while developing new work skills to join the workforce or start new businesses.

The Principal Investigator is Mary C. Pete; Kuskokwim Campus Director; Program Manager for this project will be Reyne Athanas, YPCC Coordinator, (907)543-4538, fax (907)543-4539, or e-mail reyne_athanas@bethel.uaf.edu.

General contact information for KuC is listed below:
Mary C. Pete, Director
University of Alaska Fairbanks – Kuskokwim Campus
P.O. Box 368 Bethel, AK 99559-1347
(907)543-4500 / fax (907)543-4527

Table of Contents

<i>Abstract.....</i>	<i>i</i>
<i>Rating Factor 1: Capacity of the Applicant and Relevant Organizational Experience.....</i>	<i>1</i>
Knowledge and Experience.....	1
Institutional Experience and Capacity.....	6
Past Performance	9
<i>Rating Factor 2: Need/Extent of Problem.....</i>	<i>17</i>
Importance of Meeting the Needs.....	21
<i>Rating Factor 3: Soundness of Approach.....</i>	<i>24</i>
Quality of the Work Plan	25
Goals/ Objectives/ Outcomes	26
Budget Narrative.....	38
<i>Rating Factor 4: Leveraging Resources</i>	<i>42</i>
<i>Rating Factor 5: Achieving Results and Program Evaluation).....</i>	<i>44</i>

Rating Factor 1: Capacity of the Applicant and Relevant Organizational Experience

a. Knowledge and Experience

(1) Identify Key Project Team Project Manager and Project Staff:

- [REDACTED] is the current HUD AN/NHIAC grant and YPCC Coordinator and will be the day-to-day program manager of this project. [REDACTED] will have oversight of program development and coordination including grant reporting/management, program staff oversight, adjunct faculty recruiting, and scheduling. [REDACTED] has nine years of experience coordinating HUD and other program grants, over 15 years experience coordinating regional small business workshops, sport and art camps, & festivals, and is a founding board member of both the Tundra Women's Organization, and the Kuskokwim Art Guild. [REDACTED] is a retired public school art teacher (25 years), university adjunct instructor (35 years) with a Master's in Fine Arts. [REDACTED] was on the design team and was the first coordinator for the Emerging Scholars Program (KuC freshmen retention program), and is a past Governor's Appointee to Alaska State Council on the Arts. Under her oversight, YPCC has become a viable, community asset and highly visible facility, paying for its own operations for the first time since its construction in 1993. [REDACTED] reports directly to the Campus Director.
- The Cultural Center Coordinator is supported by one Program Assistant, [REDACTED] who is responsible for the daily operations of YPCC. [REDACTED] schedules activities and events, working with local and state agencies and individuals who rent the cultural center main room. [REDACTED] coordinates all event set-up, tear-down, and clean-up involved with the YPCC use. [REDACTED] is an artist in his own right and uses those talents when developing PR for YPCC program activities and for the Regional Artist and Small Business Cooperative. [REDACTED] often works odd hours, depending on the users' needs, and ensures that the large meeting

area is set-up and that all technical equipment is working and accessible. [REDACTED] tracks all HUD program activities, workshops, trainings, events and works with partners to fulfill program outcomes; he schedules and coordinates adjunct instructors for Native Focus workshops and small business development workshops. [REDACTED] experience includes advocating for a local art guild and serving as President of the Kuskokwim Art Guild for three years. He has instructed morning art classes at the elementary school for five years, operated a successful framing business for seven years and actively participated in the Kuskokwim 300 Dog Sled Race (large statewide event) for ten years.

(2) Knowledge and Relevant Experience of Partners and Instructors

KuC has highly qualified professionals who will carry out the goals and objectives of this proposal. The campus has faculty and adjunct faculty familiar with small business fields, office management, computer and Internet use, culinary arts, workplace basics and life skills. An impetus for this project is the experience KuC has had with BTC clients; KuC has hosted them as volunteers in their required community service program. It is clear that many of them are anxious about maintaining sobriety and productivity without more training and focused skills. Our partners, Tundra Women's Coalition (TWC), Bethel Therapeutic Court (BTC), Yuut Elitnaurviat (YE) and Regional Adult Basic Education Center (ABE Center), have established long histories of success and each specializes in working with specific clientele with distinct social and educational needs.

Table 1 is a comprehensive list of qualified partners, consultants, instructors and mentors who will be working with participants of the proposed project. Most of them have decades of

Table 1. Instructors, Consultants, Partners and Mentors for Project: Intentional Change for Community Betterment

Instructors, Consultants, Partners	Title/Role	Operations
[REDACTED]	Adult Basic Education Director/Mentor	Oversight of ABE program
[REDACTED]	Adult Basic Education Instructor/Mentor	Instruction of ABE students
[REDACTED]	ABE Workplace Basics Instructor/Mentor/Tester	Instruction of ABE and job skills participants; academic placement tester
[REDACTED]	Tundra Women's Coalition Director	Oversight of TWC programs
[REDACTED]	TWC Transitional housing manager, and teen advocate	Interaction with TWC clients
[REDACTED]	Bethel Therapeutic Court	Weekly BTC court hearings and team meetings
[REDACTED]	Bethel Therapeutic Court Project coordinator	Weekly BTC court hearings and team meetings
[REDACTED]	BTC Defense Attorney Public Defender Office	Interaction with BTC clients
[REDACTED]	Yuut Elitnaurviat Director	Oversight of Yuut programs
[REDACTED]	YE Construction Trades	Instruction during course intensives
[REDACTED]	KuC Applied Business and Applied Accounting faculty	Instruction and mentoring with participants
[REDACTED]	Small Business Instructor and AKSource Link network Builder	Instruction and mentoring with participants
[REDACTED]	KuC Information Technology Specialist faculty	Instruction and mentoring with participants
[REDACTED]	KuC Internet/web design Instruction and mentoring	Instruction and mentoring with participants
[REDACTED]	KuC Crafts and Trades instruction and mentoring	Oversight of KuC and YPCC building maintenance
[REDACTED]	KuC Emerging Scholars Program Coordinator	Interaction with participants in introductory level courses
[REDACTED]	YPCC Barista and Gift Shop training, HUD program assistant, arts instructor and mentor	Interaction with on-the-job trainees
[REDACTED]	KuC and YPCC Research and Mentoring	Interaction with participants as needed
[REDACTED]	KuC Wellness Coordinator	Scheduled meetings and Mentoring with participants

experience in their fields and current jobs, and have a realistic appreciation of the educational needs and learning styles of the target population.

The Bethel Therapeutic Court (BTC) was created by the Alaska State Legislature 64 SLA 01 to increase public safety by reducing repeat Driving Under the Influence (DUI) offenses. This therapeutic court is a post-adjudication plea or pre-sentence program designed to supervise defendants who are substance-abusing adults (over 18 years of age), and probationers and parolees placed in the program as a condition of probation or due to a violation of probation/parole. In this 18-month treatment program, defendants are helped to overcome their chemical addictions, become crime-free, and contribute to their families and community. Program components are: (1) a three-phase treatment program for substance abuse; (2) intensive supervision by a specially-assigned ASAP probation officer; (3) frequent appearances before a specially-assigned superior court judge; (4) regular attendance at 12-Step meetings and sobriety support groups; and (5) frequent, random alcohol and drug testing. The BTC is a collaborative partnership between the Alaska Court System, the Department of Law, the Public Defender's Agency, the Office of Public Advocacy, the Alcohol Safety Action Program (ASAP), the Department of Health and Social Services, and YKHC's Department of Behavioral Health and Substance Abuse Services. The BTC has a team composed of a superior court judge, a district attorney, a defense attorney, an ASAP probation officer, and a treatment provider who work collaboratively to fulfill the goals of the program. Defendants are currently represented by the Public Defender, the Office of Public Advocacy, and three private law firms in Bethel. The BTC team members are committed to this project and support the educational and employment opportunities it will offer clients.

Tundra Women's Coalition (TWC) started in 1977 with a group of committed and concerned women who recognized the desperate need for a place to shelter abused women and their children. TWC has grown into an established, safe, stable facility for anyone suffering domestic abuse or sexual assault throughout the YK delta. In fall of 1978, a Director was hired and a building located. The crisis line, shelter, and resource center have continued to operate with funding from the State of Alaska Council on Domestic Violence and Sexual Assault. Since incorporation in 1978, TWC has built a 22-bed shelter, administrative offices, two transitional homes for women and their families, legal advocacy program, community education with village outreach, Teens Acting Against Violence, a children's program, homeless assistance and a child victim advocacy center. Construction of a new facility started June, 2009. TWC is committed to improving the lives of women and children throughout the region and is on board 100 percent with Project- *Intentional Change for Community Betterment* as a viable program to assist in economic stability and personal growth for their clients.

The Regional Adult Basic Education (ABE) Center in Bethel graduates more GED students than any program in rural Alaska. In 2008 and 2009 more than 80 persons received their GED and another 45 received additional workplace basics training from the ABE and village centers. ABE provides basic academic skill building in math, reading and writing for the purpose of earning a GED, getting or retaining employment or entering post-secondary education or training. The ABE center completely supports the project and believes partnering with YPCC, YE, BTC and TWC will positively impact an even larger number of YK delta residents to build job readiness and sustained employability.

State of Alaska ABE Priorities and Desired Results: All ABE programs are required to first provide instruction in basic academic skills and GED preparation. English Literacy may be

provided according to the needs of the local community. Other program activities are encouraged if funding permits.

Yuut Elitnaurviat (YE) is the result of a brainstorming session between YKHC CEO, Gene Peltola, and U.S. Senator for Alaska, Ted Stevens. Both acknowledged the lack of vocational training opportunities designed to meet the needs of local residents and employers of the Yukon-Kuskokwim Delta. The conversation soon manifested into a non-profit corporation, supported significantly by nine local “partner” organizations, including KuC, school districts, the housing authority, the health corporation, the tribal non-profit, the Alaska National Guard, and the municipality of Bethel. Yuut Elitnaurviat, Inc.—the People’s Learning Center—is turning the “dream” into a tangible reality by creating numerous training programs and constructing a 10-acre, state of the art vocational campus. The campus has three buildings including trades shops and classrooms, with an administration building. In 2008 a new dormitory was built on the YE campus, and starting in September 2009, the Regional Adult Basic Education Center will take up residence in the facility.

(3) Institution(s) Experience and Capacity

The Kuskokwim Campus (KuC) is a campus of the University of Alaska Fairbanks within the College of Rural and Community Development (CRCD). KuC is located in Bethel, the regional transportation and service hub of southwestern Alaska, is an Alaska Native Serving institution, and is designated as a federal minority serving institution. Enrollment figures from fall semester 2008 indicate that 96% of students at KuC were Alaska Native, according to the Student Services Department of KuC. Most students are first generation college-bound.

KuC is led by a campus director, who is responsible for an annual campus budget of approximately \$6,000,000 including grant funds of nearly \$3,000,000. The director works closely with the Vice Chancellor of CRCD, who oversees all rural UAF campuses, as well as the KuC Advisory Board, which is made up of eleven regional leaders. This council provides input and feedback on existing programs and future direction, in addition to other guiding duties. Council membership includes representatives from Lower Kuskokwim, Lower Yukon, Kashunamuit, Kuspuk, St. Mary's, Yupiit school districts, Orutsaramuit Native Council (Bethel-based tribe), Association of Village Council Presidents (AVCP—the regional tribal non-profit service provider), AVCP Regional Housing Authority, and Yukon Kuskokwim Health Cooperation (YKHC—the regional health provider). In response to expressed local priorities, in 2008 KuC had a bachelor's degree in Yup'ik Language and Culture approved by the UA statewide Board of Regents. It is the first rural campus in the UA system with a B.A. program available exclusively at its campus.

The campus itself was established as Kuskokwim Community College by the University of Alaska in 1972, and became part of the University of Alaska Fairbanks system when it was placed under CRCD in 1987. KuC is the largest branch campuses of CRCD and is the only one with a residential facility. KuC offers on-campus program and distance-delivered courses, serving 47 Yup'ik and Athabascan villages with 56 tribes in an area encompassing 57,000 square miles (about the size of Illinois) of coastal wetlands, tundra, and hills with approximately 900 miles of shoreline along the Bering Sea. The economic base of communities in the YK delta consists of mixed, limited cash and subsistence fishing, hunting, gathering and trapping with limited, primarily seasonal employment. Commercial salmon fishing (which has been declared a state disaster three times in the past decade) has been a mainstay along with jobs with local,

state, and federal government and agencies, schools, commercial stores or YKHC. Project-

Intentional Change for Community Betterment will partner with four local agencies: BTC clients, TWC clients, YE and the ABE Center GED graduates, in addition to mainstream KuC students enrolled in offered courses and workshops.

Yupiit Piciryarait Cultural Center Advisory Board

The YPCC Advisory Board meets periodically to discuss programs, events, community development ideas, small business development activities, and potential programs that lead to additional healthy community activities. Members include:

- [REDACTED] CFO Bethel Native Corporation, Small Business owner and former Magistrate
- [REDACTED] – Bethel Alternative Boarding School on the Job Training Instructor, former homesteader
- [REDACTED] – Elementary School Teacher, Kusko Wilderness Adventures Business Co-Owner
- [REDACTED] – Bed and Breakfast Owner
- [REDACTED] – Education Specialist with Lower Kuskokwim School District
- [REDACTED] – Elder, Small Business Owner, Musician

This board represents a wide diversity of perspectives, knowledge and experience, all necessary to guide and direct such an all encompassing facility as the YPCC. Even though they all reside in Bethel, their philosophy is to direct the YPCC as a resource for the YK delta.

In addition, campus administration and program development, clerical, and fiscal staff will work on related activities. The staff from Tundra Women's Coalition (TWC), Yuut Elitnaurviat (YE), Regional Adult Basic Education (ABE Center) and Bethel Therapeutic Court (BTC) will

work with Yupiit Piciryarait Cultural Center, program instructors, consultants, and mentors of Project: *Intentional Change for Community Betterment* toward successful outcomes for each participant.

The graduates of the proposed program will be ready to move into workplace basics, job specific training, (culinary, maintenance, construction trades, administration, retail, etc.) and by partnering with the other agencies, participants will build a strong support base for individual growth. Yup'ik values and traditions of respect, responsibility and tenacity will be used as a guide; the project will fill a community void by assisting people who have been marginalized due to isolation, poverty and limited education. Project- ***Intentional Change for Community Betterment*** will blend the knowledge and expertise of each partner agency to help participants build strengths to become productive citizens.

b. Past Performance

(1) Tables 2, 3 & 4 lists previous HUD awarded grant amounts and summaries of expenditures for HUD AN/NHIAC 2003-2006—Project: Self Support Yupiit Picirayarait; and, 2006-2009—Project: Strong Cultures Build Strong Futures.

(2) Project Completion Dates (tables 3 and 4)

(3) Achieved Results (tables 3 and 4)

KuC has successfully accomplished the tasks, objectives and outcomes in one previous HUD AN/NHIAC grant and is in year three of a second grant. The first HUD AN/NHIAC grant Project: Self Support: Yupiit Piciryarait 2003-2006 was closed out June 2008 (Table 3).

Two no-cost extensions were requested and approved for the first grant. They enabled the YPCC to complete all tasks, objectives and outcomes including the initial phase of the

Table 2. Previous KuC HUD/AN/NHIAC Grants, Award Amounts, Fund Summaries

Grant	Grant Period	Total Award	Funds Spent to Date	Funds Returned or Remaining
Project Self Support: Yupiit Piciryarait	9/29/2003-9/28/2006	\$798,598	\$796,243.41	\$2,354.59
Project Strong Cultures Build Strong Futures	10/30/06-12/31/09	\$799,867	\$799,867	\$0.00

culinary arts kitchen installation at the cultural center. These no-cost extensions were necessary due to material, shipping and labor cost increases, which impacted the bidding process required to complete phase one of the kitchen remodel. Cost increases rose dramatically when the per barrel price of oil affected all aspects of the economy, especially the construction industry in rural Alaska, which is so dependent on shipping in materials. The proposed remodel had to be redesigned twice and let out to bid three times before a contractor met the cost limitations set by available funding. Further, the building season in Alaska is essentially limited to the summer months when shipping costs for materials are cheaper by barge and contractors generally do not look for work in the winter, even if it is indoors, as it was in this case.

The second HUD ANNHIAC grant Project: Strong Cultures Build Strong Futures 2006-2009 is currently running strong and achieving the set measurable objectives and outcomes. All quarterly reports financial reports, program outcome logic model have been submitted on time, and all other requirements completed and are on file with HUD/Office of University Partnerships. A short no-cost extension has been approved to move the closing date from September 2009 to December 2009 to complete two workshops scheduled for October and November focusing on a small business development project with partners with a close out date

KuC - Project: Intentional Change for Community Betterment

of November 20, 2009. Administrative hoops associated with the University protracted logistical planning and completion of these workshops.

Table 3. KuC-UAF AN/NHIAC Project: Self Support 2003-06 Completion Dates and Achieved Results

Task/Subtask	Lead	Target Date	Outcome	Impact
Establish Advisory Board	Director	Fall 03	Five Member Board formed	Continues to advice YPCC
Recruit presenters & adjuncts for cultural/spiritual Native arts/crafts	Coordinator	Fall 03 Fall 04 Fall 05	Recruitment and workshops completed	Participants continue to used skills
Oral History Translated Yup'ik to English	Coordinator Yupik Translator	Spring 05 Fall 05	Oral history translated onto DVD	For use by public
Traditional/non traditional arts/crafts/dance performances/exhibitions	Coordinator	Fall 03 Fall 04 Fall 05	Classes/workshops Exhibitions in Museum, Dance Performances	Participants continue to perform and sell artwork
Establish regional cooperative for artist/craftsperson's	Coordinator	Oct. 05	Regional Artist Cooperative formed	RAC continues to be active
Micro-businesses in B & B industry	Coordinator	Jan. 04 Jan. 05	Workshops offered for B & B start-ups	Tourism industry fluctuates
Small Business Workshops	Coordinator	Sept. 04 Sept. 05	Workshops offered in six villages	Five attendees still have businesses
Develop cultural programs	Coordinator	Jan. 04 Sept. 04 Jan. 05 Jan. 06	Community Dance Performance	Participants perform at local festivals
Develop positive community activities	Coordinator	Jan. 04- Sept. 06	Bethel Dog Show	More dogs every year
Coordinate event	Coordinator	June 04- Sept. 06	Saturday Markets	Has become a tradition
Coordinate event	Coordinator	June 04- Sept. 06	Summer Youth Art Camp	Camp is filled every summer
Assist Museum with programs	Coordinator	Fall 04	Community art exhibitions	Curators changed direction
Market cultural center for expanded activities	Coordinator	Jan. 06	Kitchen Remodel	Phase I completed & operational Aug. 08

KuC - Project: Intentional Change for Community Betterment

The projects supported by HUD grants have built upon the previous one to allow KuC to develop effective partnerships, feature and teach Alaska Native traditional arts, develop and hone participant skills in small business start-up and maintenance, strive for excellence in business endeavors; the ultimate effect is increased economic stability in villages and the region.

Table 4. KuC-UAF HUD AN/NHIAC Project: Strong Cultures Build Strong Futures 2006-09
Completion Dates and Achieved Result

Tasks/Sub-Tasks	Lead	Target Date	Status
1. Submit Project Management Plan for GTR Review and Approval	Program Manager	9/30/2007	Completed 9/30/2007
2. Complete Environmental Review	Program Manager	9/30/2007	Completed 9/30/2007
a. Provide project description to HUD CPDR Barry Bruninga			
b. Obtain environmental release of funds			
1. Recruit adjunct instructors, presenters, and master teachers for Native cultural activities in years 2 and 3.	Program Manager	2/28/08 2/28/09	9/30/2007
2. Recruit adjunct instructors, presenters, and master teachers for business workshops/intensives annually.	Program Manager	Repeat annually	9/30/2007
3. Recruit adjunct instructors for e-commerce workshops and intensives	Program Manager	Repeat annually	Complete '07,'08, '09
4. Schedule activities	Program Manager	Repeat annually	Complete '07,'08, '09
a. Native tradition			9/30/2007
b. Small Businesses			9/30/2007
c. Saturday Market			9/30/2007
5. Advertise class offerings annually.	Program Manager	Repeat annually	11/07-3/08
6. Purchase supplies and equipment for classes annually.	Program Manager	Repeat annually	8-Jan-08
7. Work with KYUK or KuC to record (DVD) Native traditions classes annually.	Program Manager	Repeat annually	
8. Develop mentor program in Native traditions and business classes		Repeat annually	Complete '07, '08
a.) Hire mentors in Native traditions and business classes		Repeat annually	Two cohorts completed
b) Select village sites and develop mentor schedule	Mentors and Program	Repeat annually	complete 4/09

KuC - Project: Intentional Change for Community Betterment

	Manager		
9. Select village sites for workshops		Repeat annually	complete 4/09
a. Develop sequence of business classes		Repeat annually	complete 4/09
b. Conduct training in micro business planning and management, computer basics, word, excel and business	Instructors and Program Manager	Repeat annually	complete 4/09
10. Develop sequence of Native traditions classes a) three per year	Program Manager	Repeat annually	6 complete
11. Develop sequence of e-commerce and technology classes	Program Manager	Repeat annually	Complete 2 sessions
12. Identify and select new (established) businesses needing assistance	Program Manager	Repeat annually	Invited to workshops
13 Recruit beginning entrepreneurs	Program Manager	Repeat annually	list 4/09
14 Offer selected classes in product development, target customer identification, e-commerce marketing and sales, e-commerce on-line practices, e-commerce anti-identity theft, spam and fraud, financial planning, recordkeeping and taxes prep.	Instructors	8-31-08 8-31-09	Complete 5/07, 5/08, 2/09
15. Host yearly 'showcase' for new business, traditional Native activities, and e-commerce sites to select entries for Alaska Marketplace at annual AFN convention	Program Manager	4-30-08 4-30-09	AK marketplace
16. Send selected 'showcase' entries to statewide "Alaska Marketplace" competition at annual AFN Convention	Program Manager	4-30-08 4-30-09	AK Native Federation marketplace
			(two competitions: our winners 10 out of 40)
17. Hold a 'Best Practices' workshop, inviting past participants to present what worked best for them.	Program Manager	30-Apr-09	Scheduled for fall '08 & '09
18. Develop list of master/elder instructors for Native tradition to use and share with community	Program Manager	Repeat annually	List complete-additions annually

(4) Comparison of proposed leveraged funds/resources to actual leverage

The project partners are dedicated to the success of the YPCC and its community programs used by YK delta residents. The Center is the regional gathering place. Through the

KuC - Project: Intentional Change for Community Betterment

collaborative efforts of the YKHC, AVCP Museum, Bethel Council on the Arts, Art Guild of the YK, City of Bethel, and the willingness of the KuC and the University of Alaska Fairbanks to coordinate the project, its activities all speak to a strong commitment to the educational and progressive development of the region. The partnerships established through KuC and strong community support will sustain the project beyond federal participation and renovation through continued and increased usage of YPCC.

Below are tables listing the funds promised by the aforementioned partners in our previous HUD/AN/NHIAC grants as well as those who actually contributed and the amounts given (Tables 5 & 6). Most partners in the Project: Self Support gave the assured amount, and in one case, actually gave more. Likewise, partners for the subsequent Project: Strong Cultures Build Strong Futures have honored their commitments to date. The two cases where partners did not provide pledged leverage were when a business did not operate for a year and a company was sold that year (Table 6). We are confident that this level of community support will continue to grow as we take the program to the next level, because we have added new partners.

Table 5. Leveraged Resources for HUD grant Self Support 2003-06			
Partners	Purpose	Total Amt. Committed	Cumulative
YK Health Corp.	Rentals, P.R. (newsletter)	██████	██████
AVCP Museum Gift shop	Salaries, Collection Value	██████	██████
Bethel Council on the Arts	Rentals, Events, Workers	██████	██████
Art Guild of the YK	Rentals, Events, Workers	██████	██████
City of Bethel	Rentals, Dirt, Plowing Parking lot	██████	██████
Total		██████	██████

KuC - Project: Intentional Change for Community Betterment

A leveraged amount that increases the effective impact of a project by over double the grant amount of \$799,867 (nearly [REDACTED] million in total – Table 6) demonstrates strong support. We are confident that this level of community support will continue as we take the program to the next level through the proposed project.

Table 6. Leveraged Resources for HUD grant: Strong Cultures Build Strong Futures			
Partner	Purpose	Total Amt. Committed	Cumulative
AVCP AVCP Museum	Conference rentals Expertise in Native focus, instruction	[REDACTED]	[REDACTED] (Museum was closed for one year)
Bethel Council on the Arts	Sponsor events, expertise in arts, instruction	[REDACTED]	[REDACTED]
Art Guild of the YK	Sponsor events, expertise in arts, instruction	[REDACTED]	[REDACTED]
City of Bethel	Events, landscaping, library staffing, maintenance, parking development	[REDACTED]	[REDACTED]
Alaska Sea Grant	Entrepreneurial planning, fishing & birding tourism development, PR & publications	[REDACTED]	[REDACTED]
Yukon Kuskokwim Health Corp	Conference rental and PR in newsletter	[REDACTED]	[REDACTED]
ONC Native Council	Entrepreneurial planning, small bus. Conference, PR	[REDACTED]	[REDACTED]
United Utilities, Inc.	Access to Rural broadband internet, grant public access points within selected villages	[REDACTED]	UUI sold to GCI and closed all village sites. NO leveraged funds received
Total		[REDACTED]	[REDACTED]

In addition to leverage support, individual volunteer involvement in YPCC community activities has been outstanding. Table 7 lists selected activities at the YPCC with the number of volunteers associated with each. The numbers and types of events and activities at the YPCC, as well as the number of volunteers, grow each year.

An example of how support for the YPCC can grow through this proposed project and will provide extensive positive impact in the region involves the culinary arts kitchen. Once the

KuC - Project: Intentional Change for Community Betterment

culinary arts kitchen is complete, the array of events the facility can support will definitely increase. Most importantly, the newly remodeled kitchen will allow KuC to offer a certificate in culinary arts. Administrators in the six school districts in the KuC service area have repeatedly suggested that KuC offer a food safety and culinary arts program so that kitchen staff in the 50 school sites in the KuC service area can be trained in the region to prepare meals using non-packaged food stuffs. It will save school districts money in their food budget once they can employ higher caliber kitchen staff; school sites will be able to purchase less costly, non-prepackaged food. Existing food safety and culinary arts training programs exist in the urban centers of Anchorage and Fairbanks, but they might as well be on the moon. It is too cost prohibitive for school districts to budget training in urban centers.

Table 7. Selected YPCC Community Activities, 2007-09

Event	Number of Participants	Audience Size	Number of Volunteers
Bethel Dog Show	80 dogs and owners	300	25
Youth Summer Art Camp	75	225 annually	10
KuC Dance group (meets weekly)	15-20	4,000 annually at Camai Festival	3
Saturday Markets	300	7,200- some repeat attendance	10
School District Festival of Arts and Academics	750	1,000	24-36
Art Shows	20	350	20
Open Mick Night (summer only)	5-10 performers	50 - 75	5-10
Free Movie Afternoons (summer)	10-30	Same	2
Twisted River Film Festival	12 film makers	125	7
High School Play	30	600	40
Senior Prom	150	300 with parents	30

(5) Reporting Timeliness HUD grants past/current

Past HUD AN/NHIAC grant Self Support Yupiit Piciryarait submitted all completed reports, program outcome logic models, no-cost extensions and close out reports on time; they are on file at the HUD office in Washington D.C. Current HUD AN/NHIAC grant Strong Cultures Build Strong Futures has submitted all reports, outcome logic models, and requested information on time and completely; they are on file at the HUD office in Washington D.C.

Rating Factor 2: Need/Extent of Problem

Regional Introduction/Need

The Yukon-Kuskokwim Delta (YK Delta) is a large area in southwestern Alaska and represents one of the most remote regions in the continental United States. About the size of Illinois, the region encompasses over 57,000 square miles and is home to 25,000 people,



primarily Native Alaskans of Yup'ik Eskimo descent.

They are the largest group of Alaska Natives to remain on their traditional lands and have retained their language and culture to a high degree. Many community and family activities are planned to coincide with the year-round semi-

nomadic hunting, fishing and related seasonal subsistence practices.

The YK Delta is the service area of KuC and the target area for this project. It encompassed 47 villages of the Wade Hampton and Bethel census areas with a combined population of approximately 25,000. Villages in the region range in size from less than 50 to over 1,200 residents with an additional 6,000 people residing in Bethel, the commercial hub.

The YK Delta is considered ‘ultra rural’ and consists largely of isolated wilderness; in fact, the second largest national wildlife refuge is nearly conterminous with the KuC service area. Many amenities that are commonplace in the lower 48 states, and even urban Alaska (i.e. running water, flush toilets, transportation infrastructure, adequate bandwidth for reliable Internet services), are unavailable in local villages. There are no roads among the 47 communities or to the national road system. Commercial travel is restricted to small bush planes with some personal travel via small boats during the summer and snow-machines in the winter.

Recent data (2007-08) from the Alaska Department of Education show the dismal high school graduation rates in the three largest school districts within the KuC service area. Table 8 shows graduation rates for the three largest school districts in the KuC service area in the 2007-08. They ranged from 43.8 to 52.8 percent compared to the statewide rate of 62.4 percent. Similar rates analyzed by Johns Hopkins University in 2007 earned the Bethel regional high school the designation of a “dropout factory” where less than 60 percent of freshmen advance to their senior year (Anchorage Daily News, November 2007). These dropouts are the source of many ABE Center students that produce the largest GED recipients in rural Alaska.

Approximately 10,000 of the 25,000 people in the KuC service area are Yup’ik-first-language speakers. It means that children enter elementary school with Yup’ik as their primary language. They are subject to English-as-a-Second Language (ESL) and Limited-English-Proficiency (LEP) challenges, which persist throughout their educational careers and affect their employability, especially if they leave the region.

The number of low-income residents in the YK Delta is very high. Table 9 illustrates some of the unsettling regional statistics as compared to the rest of Alaska. What you will find

KuC - Project: Intentional Change for Community Betterment

illustrated is that our region is predominantly young and impoverished, and that most residents lack educational attainment.

Table 8. Graduation Rates for Three K-12 School Districts in the KuC Service Area, 2008-09

District	Number of School Sites	Enrollment	Graduation Rate
Lower Kuskokwim	28	3,916.7	49.6
Lower Yukon	11	2,035.2	52.8
Yupitit	3	460.0	43.8
Statewide	511	128,975.24	62.4

Source: Alaska Dept. of Education and Early Development 2008

Table 9. Poverty, Unemployment & Educational Attainment in the YK Delta, 2008

Feature	Bethel Census Area	Wade Hampton Census Area	State of Alaska
% Poverty Status	21.4%	24.4%	9.8 %
Unemployment	16.5%	24.6%	9.3 %
% without HS Diploma/GED	29.1%	33.6%	11.6%
% with Bachelor's Degree	8.2%	6.2%	16.1%
% Alaskan Native	78.8%	92.5%	15.2 %
Median Age	25.3	20	32.4
Average Quarterly Wages	\$8,353	\$5,131	\$11,243

Source: 2008 US Census and State of Alaska Dept. of Labor, March 2009

The City of Bethel has the largest population in the region (the regional “hub”), with a community population of nearly 6,000 (2008 estimate, Alaska Department of Labor, 2007), of which 60 percent are Alaska Native. Public sector employment accounts for approximately 48

percent of all jobs in Bethel. The Wade-Hampton census area currently has the highest unemployment level in the state (24.6%)—a dubious title the area has maintained for quite some time. The Bethel census area has the next highest unemployment rate (16.5%) (Table 9, U.S. Census 2008).

The majority of the local population participate in a mixed cash and subsistence-based economy—hunting, fishing, gathering, barter and trade with limited, primarily seasonal, wage jobs. The Y-K delta region produces the highest per capita rates of wild foods—over 600 pounds compared to the statewide average of 375 pounds (Alaska Department of Fish and Game, Division of Subsistence, 2004). The decline in the local commercial fishing industry over the years has created substantial regional hardship to the point of federal and state economic disaster declarations. The overall lack of higher education and vocational training among the majority of our residents exacerbates the problem, making it difficult to find qualified local candidates for the jobs that do exist in Bethel, as well as other larger villages. In the smaller villages there may be only 20 to 30 paid jobs in schools, health clinics, stores, village tribal offices, and local village public safety offices. During the summer months jobs in construction and fishing may be available depending on the economy and salmon runs. The proposed Donlin Creek gold mine has the potential to bring as many as 2,500 jobs to the area for qualified, job ready persons.

The cost of living in rural Alaska is also much higher than in the contiguous states due to a lack of transportation infrastructure, distance from major urban hubs, and a small marketplace. All supplies and foodstuff must be flown in or barged in during the limited ice free summer season. Retail price of fuel barged in just before freeze-up last year, (September 2008) skyrocketed, and that price was sustained for the year, even though per barrel prices dropped later in year. In Bethel, from September 2008 to September 2009 the cost of gasoline has been

\$5.69 per gallon. Heating oil has been \$6.18 delivered. This year it costs villagers more remotely situated over \$400 for round trip airfare to Bethel; the year before the average round-trip was \$300. Trips to Bethel generally are essential for such things as medical appointments and to get goods unavailable in smaller communities. These high freight costs for supplies and services are then redistributed to local villages. A gallon of milk in Bethel (2009) is nearly \$10.00; in villages it can be as high as \$16.00. The most recent statistics (March 2009) from the University of Alaska Cooperative Extension Service showed the cost to feed a family of four in Bethel to be 105.5 % higher than Anchorage; village cost of living is commonly close to 200% higher than in Anchorage (UAF Cooperative Extension Service website).

In most of the U.S., jobs are disappearing. In this area there have never been many jobs, and the competition for the few that exist is stiff. Construction companies tend to bring in most of their workers from outside of the area or state. The main reason given is lack of training and qualification of the local workforce for jobs. Generally the only jobs offered to untrained locals residents are as day laborers at the bottom of the pay scale. Still in the planning stages, but a possible boost for the region is the proposed gold mine up the Kuskokwim River, Donlin Creek. If all of the regulatory requirements are met, there could be well over 2,500 jobs for trained and qualified personnel in a wide range of careers. The proposed training programs in this project will work to build skills needed for these specialized jobs, as well as basic entry level jobs.

Importance of Meeting the Needs

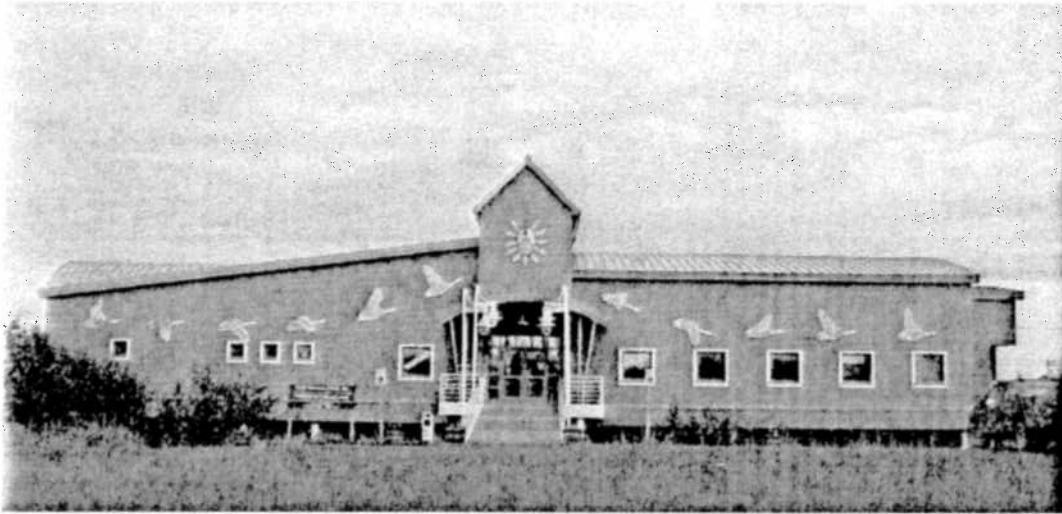
- *Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world to the individual person: the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Eleanor Roosevelt*

The Yukon-Kuskokwim delta region of Western Alaska was one of the last regions in America to have sustained contact with Euro-Americans and because of that it has been able to maintain its rich indigenous language, culture and traditions. It has also made it one of the poorest, and least developed areas, without infrastructures most people take for granted. The proposed grant will bring into the workforce those with the most need for jobs-young people who have been considered “high risk” for most of their educational lives and older people from the “lost generation” between missionary schools and subsistence life styles. BTC, TWC, and ABE clients will receive training needed to enter the work force and become positive members of the community. The proposed project will build on the strengths of the community, culture and families. It will develop job skills, provide advanced training opportunities, and open doors to new careers as small business entrepreneurs which will stimulate local economic growth and keep participants in the region. In the Yup’ik culture, family is the center from which all decisions and activities radiate out. All family members work to support the group and strengthen the community and that strong work ethic is prevalent. Building on that strength will ensure individual success in this project with each cohort.

The Project- *Intentional Change for Community Betterment* will benefit the region by assisting individuals who are ready to receive additional training. Workshops, training, and certificates in computer/Internet technology, culinary arts, maintenance, carpentry and related building trades, office/clerical, and the hospitality industry will be taught. Participants will receive strong mentoring, as well as wellness, and career development assistance to help in building a better future for themselves, families and communities. In addition to job readiness and training, there will be classes offered in small business development with the newly hired Applied Business faculty at KuC. To support the entrepreneurial growth, a “Best in the West”

small business competition will be held annually. The project will keep strong the ties to the Yup'ik culture and include traditional classes in arts, crafts, food preparation, parenting and work ethics to reinvigorate life styles that are under stress. By intentionally melding Western job skills with Yup'ik survival/subsistence skills, the young and disenfranchised residents of the YK delta will have a chance for betterment.

Project- *Intentional Change for Community Betterment* will utilize the YPCC for entrepreneurial development as well as the TWC building, and the YE and KuC campuses. The small gift shop housed at the YPCC will be remodeled and enlarged. This new space will be used as an incubator and training facility for small store operations geared towards arts and crafts sales and tourism. Participants will receive training in the newly completed commercial kitchen for culinary arts at the YPCC and YE. Workplace basic skills, computer/Internet training, applied business and village based entrepreneurship workshops will be taught at TWC, YPCC and KuC main campus. In the YK delta, Donlin Creek gold mining operation is in the planning stages with exploratory work underway. It is estimated that start-up operations will require an initial 2,500 workers in construction, food service, technical fields with an additional 700 more hired per year. The construction trades workshops/certificate training will be taught on the YE campus and those graduates will have an excellent chance for employment with Alaska Native preference employers.



Yupiit Piciryarait Cultural Center

The program manager and assistant will focus primarily on the logistical coordination of Project- *Intentional Change for Community Betterment* as well as avenues to develop additional revenue generating programs for sustainability. At the completion of this grant funding cycle the participants will either be in the workforce or ready to enter it upon completion of the training/workshops. The gift shop at the YPCC will continue with on-the-job training, YE will continue with construction trades, and will offer additional training for advanced certificates for those who have complete entry level classes while in this program. ABE will continue to work with people who need GEDs or other basic skills.

Rating Factor 3: Soundness of Approach

The University of Alaska Fairbanks is committed to meeting the educational needs of Alaska Natives as outlined in the UAF 2005 strategic plan. This KuC/YPCC project will assist the University of Alaska Fairbanks to meet to following four (out of five) goals:

- | | |
|----------|--|
| Goal II | Provide high quality undergraduate education for traditional and non-traditional students |
| Goal III | Form active collaborations with communities, organizations, businesses and governments to meet identified state, national and global needs |

Goal IV	Serve as the premiere higher educational center for Alaska Natives
Goal V	Serve as a model to demonstrate how gender, racial and cultural diversity strengthen a university and society

The College of Rural and Community Development, a UAF college that houses all rural campuses, also includes a five-year master plan that calls for lifelong learning for Alaska Natives and rural people through partnerships for community, and economic and human development in Alaska. Through its responsibility as an engaged institution and as an integral part of the YK delta, KuC is positioned to respond to its students and partners in developing the economic and social well being of Alaska Native communities in its service area. The partnerships established through this project, in conjunction with the skills gained by program participants, will sustain Project- *Intentional Change for Community Betterment* long beyond federal participation.

a. Quality of the Work Plan

YPCC was built to be a community and regional asset and continues to expand activities and programs that meet the needs and engage residents of the YK delta. In meeting the three major goals of the current HUD/AN/NHIAC 2006-2009 Grant: *Strong Cultures Build Strong Futures*—we have successfully developed micro businesses, offered training and workshops to enhance the *region's Native arts, crafts, tools, toys, storytelling, dances, games, medicine, and foods as small businesses* and insured the *stability of the YPCC* programs as well. The new proposed Project: *Intentional Change for Community Betterment* is focused primarily on unemployment in the region, which averages over twice the statewide rate (Table 9). The project will collaborate with agencies to increase job opportunities for the low to moderate income level residents of the YK Delta. The proposed grant will remodel the office and gift shop area into a larger gift shop area to maximize sales. On-the-job training for interns will be offered in the gift

KuC - Project: Intentional Change for Community Betterment

shop, with KuC campus maintenance/janitorial department, at a reception desk, and at TWC's thrift store. KuC campus will offer computer and Internet training, workplace basics, job readiness training, Alaska Host hospitality training, as well as applied office & business management and small business planning for those interested in starting their own businesses. Participants may select to move into culinary/catering arts in the newly remodeled kitchen facilities at YE and YPCC. YE will also offer training in construction trades, maintenance and janitorial services. With Donlin Creek mining moving forward with gold mining up the Kuskokwim River, jobs in construction, food service, engineering, heavy equipment and others will be available. There is a high demand for trained employees in these fields locally and work experience can lead to starting businesses on their own. In addition, the "Best in the West" competition will help to jump start small businesses and training will be available to develop solid business plans.

The tables below provide a detailed outline of the information required in Rating factor 3 (1) & (2). They are followed by topic summaries. The tables illustrate the measurable goals of the proposed project, the nature of each activity, the timeline of these activities, the benefit to both the community and our campus, and how HUD objectives and priorities will be achieved.

<p style="text-align: center;"><i>Rating Factor 3.a.(1)(a)(i) & (ii)</i></p> <p style="text-align: center;"><i>Measurable Goals, Objectives and Outcomes</i></p>			
<p><u>Goal 1</u> To establish hands on training and incubator space geared to retail sale of arts and crafts and small business operation. Remodel existing gift shop/office space to maximize use.</p>			
Objectives	Key Team Members	CDBG Objectives	Measurable Outcomes

KuC - Project: Intentional Change for Community Betterment

Objective 1 Secure gift shop/office remodel design, bid and award bid	Program Manager and Design & Construction Dept.	Will Benefit low- and moderate-income persons.	Design completed and accepted, bid let and awarded
Objective 2 Completed gift shop remodel	Program Manager and Design & Construction Dept.	Will Benefit low- and moderate-income persons.	Remodel closed out
Objective 3 Purchase materials, equipment and supplies needed to operate incubator/training gift shop	Program Manager	Will Benefit low- and moderate-income persons.	All materials, equipment, and supplies arrive and are installed
Objective 4 Recruit participants for one cohort per academic year, hire 2 trainees for gift shop—one per semester	Program Manager with TWC, BTC and ABE Team Leaders	Will Benefit low- and moderate-income persons.	10-25 people in a cohort; hire 2 Trainees per year from cohort (one each semester)
Objective 5 : Identify presenter/adjuncts and mentors each academic year	Program Manager	Will Benefit low- and moderate-income persons.	1-5 presenters, adjuncts and mentors hired or volunteer
Objective 6 Prepare sequences of classes and workshops per academic year	Program Manager with TWC, BTC and ABE Team Leaders	Will Benefit low- and moderate-income persons.	Sequence of classes & workshops completed
Objective 7 Hire adjunct instructor for arts and crafts & applied business classes each semester	Program Manager	Will Benefit low- and moderate-income persons.	1-5 classes offered and 75% of students complete classes.
Objective 8: Work with local businesses for on-the-job training	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	1-5 businesses host participants
Objective 9: Sponsor 'Best in the West' small business competition	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	Award 3-5 small business start-up funds annually
Goal 2: To strengthen participants' skills, knowledge and confidence in workplace basics, applied business training, office skills and management, basic janitorial, maintenance skills, construction trades, computer use with internet applications, and assist in job placement.			
Objective	Key Team Members	CDBG Objectives	Measurable Outcome
Objective 1 Develop cohort list with partners for appropriate starting points and	Program Manager with TWC, BTC and ABE Team Leaders	Will Benefit low- and moderate-income persons.	Cohort participants completed;

KuC - Project: Intentional Change for Community Betterment

mentors and volunteers are matched to work with them			Mentors selected
Objective 2: Develop sequences for office application/management, computer skills and applied business.	Program Manager and instructors for specific subjects	Will Benefit low- and moderate-income persons.	Sequence of classes completed
Objective 3: Participants attend mock interviews and career fairs with local businesses and agencies	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	80% of cohort participants at annually held career fair; 75% participation at mock interviews
Objective 4: Secure on the job training opportunities with local businesses and agencies	Program Manager, Asst. Program Manager and other agency team members	Will Benefit low- and moderate-income persons.	At least 5 on the job training placements are secured.
Objective 5: Work with local agencies and businesses to consider program graduates for employment.	Program Manager, Asst. Program Manager and other agency team members	Will Benefit low- and moderate-income persons.	At least 5 local businesses will consider qualified graduates for employment
Objective 6: Develop a sequence of basic janitorial and maintenance skills.	Program Manager and Crafts and Trades instructor	Will Benefit low- and moderate-income persons.	Completion of sequence and class list
Objective 7: Select cohort for construction trades training/certificates	Program Manager with TWC, BTC and ABE Team Leaders	Will Benefit low- and moderate-income persons	Cohorts selected and enrolled in training

Goal 3: To establish culinary/catering program to include safe food handling, culinary arts, and barista skills for espresso stands, restaurant, institutional and independent businesses.

Objectives	Key Team Members	CDBG Objectives	Measurable Outcomes
Objective 1 Prepare sequence of classes needed for different levels of expertise: safe food handling, culinary arts, and catering.	Program Manager and dietitian	Will Benefit low- and moderate-income persons.	Sequence of classes completed
Objective 2 Identify and hire adjuncts for selected classes per academic year	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	Instructors hired; additional hires made as needed

KuC - Project: Intentional Change for Community Betterment

Objective 3: Work with partners to select cohorts in each career field and match with mentors	Program Manager with TWC, BTC and ABE Team Leaders	Will Benefit low- and moderate-income persons.	Cohorts established in career fields; mentors matched
Objective 4: Present workshops/training sessions to cohorts' in selected career fields. Hold a local 'cook off' to show case new skills.	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	Completion of workshops, 5-10 attendees in each. Community attendance at 'cook off'.
Objective 5: Work with local businesses to place into the workforce students who complete sequences.	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	Up to 5 local businesses evaluate qualified graduates to be placed in jobs.
Objective 6: Work with local agencies to place attendees into the workforce who complete the program.	Program Manager and Asst. Program Manager	Will Benefit low- and moderate-income persons.	Up to 5 local agencies evaluate qualified graduates to be placed in the workforce.

Rating Factor 3. a.(1)(c), (d) & (e)

Comprehensive Timeline and Activity Plan

Task/ Activity	Target Completion	Accountability	Partners/campus, citizens Participation
1. UAF Design & Construction complete gift shop remodel design.	February 2010	Design & Construction and Project Manager (PM)	Meetings
2. UAF/YPCC offer for public bid on the gift shop	March 2010	Design & Construction and Project Manager (PM)	Meetings
3. Remodel completed and gift shop outfitted for operation.	Soft date July 2010 Hard date November 2010	Design & Construction Project Manager (PM) and Program Assistant (PA)	Meetings, invoices

KuC - Project: Intentional Change for Community Betterment

4. Develop and offer sequence of applied business practices classes each semester	January 2010 Repeat as necessary (annually)	PM & PA instructor(s)	Meetings
5. Develop and offer sequence of classes focusing on arts & crafts and retail sales each semester	January 2010 Repeat as necessary (annually)	PM & PA Partners	Meetings
6. Work with partners on selection of trainees for gift shop sales	January 2010 Repeat as necessary (annually)	PM & PA Partners	Meetings
7. Work with gift shop trainees on point-of-sale, photography, hospitality industry and web-page applications	May 2010 September 2010 Repeat as necessary (annually)	PM & PA Partners	Meetings
8. Advertise class offerings in arts & crafts, culinary arts, job skill basics and applied business; most will be week-end intensives and evening classes	December 2009 Repeat as necessary (annually)	PA	Newspaper & Public Radio
9. Purchase supplies and equipment for classes.	December 2009 Repeat as necessary (annually)	PA	E-mail, invoices, business reports
10. Working with partners to sponsor 'Best in the West' small business start up competition	August 2010 August 2011 August 2012	PM PA	Newspaper & Public Radio, E-mail, and 'how-to' workshops
11. Develop mentor program for each strand and match with attendees	December 2009 first cohort Repeat as necessary	Mentors and PM Partners	Meetings
12. Present applied business practices classes	January 2010 Repeat classes for each cohort	Instructors	Meetings, Attendance lists
13. Develop and present safe food handling classes for institutional food service work	January 2010 Repeat classes for each cohort	Instructors	Meetings Attendance lists
14. Present e-commerce marketing, sales, anti-identify theft, spam, and	January 2010 Repeat classes for each cohort	Instructors	Meetings Attendance lists

KuC - Project: Intentional Change for Community Betterment

fraud classes			
15. Develop and present culinary arts classes for hospitality industry as warranted.	January 2010 Repeat classes for each cohort	Instructors	Meetings Attendance lists
16. Present computer basics, word, excel and business programs classes	January 2010 Repeat classes for each cohort	Instructors	Meetings, Attendance lists
17. Consolidate entrepreneurs into small groups for consultations and mentoring	January 2010 Repeat classes for each cohort	PM, PA, Partners and mentors	Meetings
18. Host "cook off" for culinary arts classes open to the public.	September/March 2010, 2011, 2012	PM and PA	Meetings
19. Work with partners on annual career day, mock interviews with prospective employers	February 2010, 2011, 2012	PM and PA Partners	Meetings Attendance lists

Rating Factor 3. a.(2)(a)(b) (c) (d) & (f)

Activity Description

Task	Expanding role of the institution	Needs Addressed	Non-duplicating	Empowering Citizens
1.	Designate space for on the job training and incubator facility (gift shop)	Low employment rate	New operating space	Ability to learn new skills and job opportunities
2.	Designate space for on the job training and incubator facility (kitchen)	Low employment rate	New operating space	Ability to learn new skills and job opportunities
3.	Designate space for on the job training and incubator facility (maintenance/janitorial)	Low employment rate	New operating space	Ability to learn new skills and job opportunities
4.	Train individuals interested in office skills and applied business practices	Educational limits, lack of income, work skills	Non offered currently	Acquire new job skills, increase earning potential

KuC - Project: Intentional Change for Community Betterment

5.	Create new training and learning opportunities for underserved population with new partners	Educational limits, lack of income, work skills	New educational cohorts	Acquire new job skills, increase earning potential
6.	On the job training in sales, office management and arts & crafts marketing	Educational limits, lack of income, work skills	Non available currently	Acquire new job skills, increase earning potential
7.	Construction trades training with partners at YE campus	Necessary skills needed for construction employment	Offered on limited scale, expanded cohorts and community involvement	Acquire new job skills, increase earning potential
8.	Train individuals in individual career choices	Educational limits, lack of income, work skills	New educational cohorts	Acquire new job skills, increase earning potential
9.	Expanded support materials for students	Educational limits, lack of income, work skills	Not available currently	New job skills, increase earning potential
10.	Introduce new business and community members to university 'Best in the West' competition	New positive community support	Expanded community involvement	New employment connections
11.	Training of cohorts in applied business	Lack of basics in business practices	New business cohorts	New job skills, increase earning potential
12.	New course offerings, safe food handling and institutional cooking	Lack of training opportunities and work skills	None offered currently	New job skills, increase earning potential
13.	Expanded computer skills focusing on the web	Lack of training opportunities and work skills	None offered currently	New job skills, increase earning potential
14.	Introduce fields of employment with culinary/catering	New training and skills in hospitality industry	None offered in region	New learning, employment and business opportunities

KuC - Project: Intentional Change for Community Betterment
--

15.	Expanded offerings in computer skills and office/business applications	Focused on individuals with little computer, office/ business skills	No in-depth workshops or courses currently offered for beginning level students	New job skills, increased earning potential and employment
16.	Partners and mentors work with cohorts	Build self esteem and support system	Coordinated participant support system	Healthy choices build healthy life styles and job readiness
17.	Increase public exposure to culinary students and program (Iron Chef Bethel Style)	Builds self confidence and work skills	New positive activity with community interaction	New skills, improved confidence and show casing to possible employers
18.	Increase self confidence and exposure to career and employment possibilities	Builds new skills, self esteem and job placement experience	Positive interaction with work community	New employment opportunities

(a) Expanding the Institution's Role in the Community

The activities described in this Work Plan demonstrate the role of KuC in the Yukon Kuskokwim region and the interaction between KuC and partners, TWC, BTC, ABE and YE to insure continued growth in job preparedness, construction trades, applied business skills, culinary/catering, computer/internet training and developing small businesses primarily with low to moderate income individuals. These activities will increase healthy and appropriate community events and activities that promote self confidence, sobriety and reconnecting with cultural values while building community pride among participants. The YPCC is looking forward to sponsoring community activities like cook-offs, "Iron Chef" Bethel style, career fairs, arts & crafts sales/shows and "Best in the West" competitions, showcasing the participants. KuC

will work with our partners, the Bethel community, and regional villages to increase involvement and participation in sponsored events, and course offerings and advocate for lifelong learning.

(2)(b)Addressing Identified Regional Needs

The Yukon Kuskokwim delta region is among the poorest in the nation, and has one of highest unemployment rates, and some of the lowest performing schools in the state/nation. (see Tables 8 and 9 above). The three-year-average (2003 to 2005) real median income for American Indian and Alaska Native households was \$33,627. The three-year-average median income for Native Hawaiian and other Pacific Islander households was \$54,318. These data are found in: *Income, Poverty, and Health Insurance Coverage in the United States: 2005* Alaska ranks 48th among the 50 states in the percentage of 19-year old high school graduates of all races who enrolled in college and 92.3 percent of youth in Alaska from low income families do not go on to college, by far the worst in the nation (*Postsecondary Opportunity, Dec. 2004*)

Project - *Intentional Change for Community Betterment* is committed to breaking the cycle of unemployment in which many of the YK delta residents are trapped. Participants will begin at their level with GEDs completed first, if needed. Career counseling will assist participants to select their own academic and career direction. The proposed workshops and training proposed will give participants the job readiness skills in applied office/business skills, retail/hospitality industry, construction trades or culinary/catering arts, giving them marketable skills for employment in Bethel, the region or statewide. There will be a real need for certificated, apprentice, and journeymen in the construction trades when Donlin Creek gold mining comes on line in the next two to six years. Some of the participants will be required to commit to a longer training program to receive the hours required for state certificates. Project- *Intentional Change for Community Betterment* will be the best place to start. It is a goal of

YPCC and partners to encourage and support those who choose to continue beyond what is offered with this time restricted grant program.

(2)(C) Non-Duplication

The project activities do not duplicate any existing training or services. The activities planned are dynamic and unique, working with two agencies outside of the norm for higher education; TWC and BTC. For example, the two major employers in the region the school districts and the health corporation-*will not employ*-most of the BTC clients because of their “no contest” pleas to felony charges. By offering training in small business management, inventory, stocking, cash register operation, computer application, basic janitorial and maintenance skills, construction trades, food service, hospitality industry, and retail arts and crafts, potential employment becomes possible. The same holds true with the clients at TWC who lack a stable living environment, basic work skills, and training in many aforementioned program activities. Our Activity Plan has been designed so that programs build on the skills they do have while acquiring new skills in maintenance, construction, computer use, and culinary arts, all in high demand in the current and foreseeable job market. This training would prepare participants for a variety of jobs in their local Tribal Councils, grocery stores, airlines, village corporations, village police departments, village health aides, fisheries, mining and construction companies and other local agencies.

(b). Involvement of Faculty and Students

KuC faculty will assist in teaching courses and advising/screening/pre-testing program applicants as part of their contractual community service and academic workload. KuC administration is dedicated to providing the region’s residents with educational services to meet

identified job related skills, not only to provide academic degrees. As a way to build healthier communities, KuC students, staff and faculty will be encouraged to mentor participants in this program, as they have in past HUD grant projects.

The Project *Intentional Change for Community Betterment* is open to all of KuC's residential students, Bethel-based, and village-based students, particularly those in programs with our partners. This project intends to attract a "new" type of student, ones finding their way back into healthy life styles, strengthening their families, and building self confidence with the newly acquired job skills, and small business planning which will lead to economic self-sufficiency. The project will not limit participation exclusively to partners' clients, but will encourage low to moderately low income individuals to develop work force skills in several strands, and allow for individuals to build business plans to meet their goals. The faculty, staff and students of KuC are committed to community betterment and individual growth as promoted in this project.

(c). Involvement of the Community

KuC has an open enrollment policy and community members will be encouraged to sign up for classes and the cohorts working on career paths. Many activities will have community involvement built in, for example, career fairs, "cook off" competitions, gift shop sales, and on-the-job training with local businesses and agencies. TWC Director, [REDACTED] BTC Coordinator, [REDACTED] ABE Director [REDACTED] and YPCC Program Manager, [REDACTED] [REDACTED] will meet quarterly to plan and coordinate progress with the program participants and cohorts. Partners will work as a team to reintroduce underserved, and often high-risk community members, into the local work force to build employability skills, and ultimately to enhance

KuC - Project: Intentional Change for Community Betterment

community health. Local businesses and agencies that have agreed to participate with on the job experience to date:

YPCC gift shop	1 part time employee	6 months training period
Art Guild of the YK	1 part time employee	6 – 12 months training period
Tundra Women's Coalition	1 part time trainee	6 – 12 months training period
KuC Student Services	1 part time trainee	3-6 months training period
KuC Crafts & Trades	1 part time trainee	3-6 months training period

(d). HUD Policy Priorities

The proposed activities further and support HUD National Strategic Goals and HUD Policy Priorities as follows:

HUD National Strategic Goal: Strengthen Communities –

(2) Enhance sustainability of communities by expanding economic opportunities.

Project - *Intentional Change for Community Betterment* will address this goal by providing training in job readiness skills, office management, retail/hospitality, computer/Internet basics, culinary/barista arts, construction trades, maintenance/janitorial and small business skills to program participants which will in turn lead to employment and reestablishment of positive community connections. This change in employment status of residents will assist in building healthier, stronger, more livable communities. The project will improve economic conditions for the low-to moderate-income participants in the distressed villages of the Wade Hampton and Bethel census areas.

HUD Policy Priorities

(e) Economic Opportunities for Low-and Very Low Income-Persons-

(1) (3) The proposed grant will offer economic opportunities in several ways to residents of Bethel and the region. The major thrust will be in education, giving the participants fundamentals in five employment strands. The strands are: 1) Retail/hospitality; 2) culinary/barista; 3) office management/clerical; 4) construction trades; and 5) small business development. Direct new paid employment for on-the-job training will be provided through: gift shop/retail, receptionist/clerical, culinary/barista, maintenance/janitorial. Direct assistance to new or expanding businesses will be through an annual “Best in the West” competition which will award at least five businesses \$5,000 in start-up funds, and forward their business plans to the statewide competition.

Increasing participation of minority serving institutions in HUD programs-

KuC is the largest rural campus in the UAF College of Rural and Community Development and maintains a 96 percent Alaska Native student enrollment rate according to the Student Services Department. The campus is also the only rural campus with dormitory facilities. The region is nearly 90 percent Alaska Native and the residents take great pride in the culture and history. This project will support the participants in their endeavors to strengthen their communities and become contributing, healthy, sober and economically stable members.

(f) Budget Narrative below, Budget Attached

Budget Narrative

\$799,597 in funding is requested from the U.S. Department of Urban Development for the *Project: Intentional Change for Community Betterment* at the University of Alaska, Fairbanks, Kuskokwim Campus, and Yupiit Piciryarait Cultural Center. Requested funding is detailed below utilizing form 424CB categories:

Personnel - \$388,214

Work schedules will be staggered to ensure complete coverage of facility and coordination of programs. Adjunct instructor (s) will be hired to teach workplace basics, culinary/barista and applied business courses. Program aides will be hired part time for on-the-job training, in the remodeled gift shop, maintenance/janitorial training, culinary/barista and clerical training.

Year 1 –

Program Manager	\$44,267	-to hire full time program manager (Jan. 2010-Sept 2010)
Program Assistant	\$29,227	- to hire full time program assistant (Jan. 2010-Sept 2010)
Program Aide (trainees)	\$38,291	-to hire five part-time trainees for on-the-job training (Jan. 2010-Sept 2010)

Year 2 –

Program Manager	\$51,236	-to hire three quarter time program manager for 10 months
Program Assistant	\$33,828	-to hire three quarter time program assistant for 10 months
Adjunct Instructor	\$1,442	-to hire faculty: workplace basics
Program Aide (trainees)	\$48,934	-to hire five trainees for on-the-job training

Year 3 –

Program Manager	\$52,773	-to hire three quarter time program manager for 10 months
Program Assistant	\$34,843	-to hire three quarter time program assistant for 10 months
Adjunct Instructor	\$2,971	-to hire faculty in workplace basics, and culinary arts
Program Aide (trainees)	\$50,402	- to hire five trainees for on-the-job training

Fringe Benefits - \$129,360

Fringe benefits are calculated for the exempt staff-Program Manager at 41.9 % for staff benefit rate, for non-exempt program assistant at 57.0% and for the adjunct faculty at 9.5% staff benefit.

Year 1 –

Program Manager	\$18,548
Program Assistant	\$16,659
Program Aide (trainees)	\$3,063

Year 2 –

Program Manager	\$21,468
Program Assistant	\$19,282
Adjunct faculty	\$137
Program Aide (trainees)	\$3,915

Year 3 –

Program Manager	\$22,112
Program Assistant	\$19,861
Adjunct faculty	\$282
Program Aide (trainees)	\$4,033

Travel - \$8,500

Travel request is for three years. Two tickets will be used to attend required conferences with annual HUD AN/NHIAC,(Round trip to Bethel – Washington D.C.), and travel to conferences with in Alaska.

KuC - Project: Intentional Change for Community Betterment

Airfare, lodging and per diem

Year 1	Program manager & Board member	\$3,000
Year 2	Program manager & Board member	\$2,500
Year 3	Program manager & Board member	\$3,000

Supplies - \$9,000

Year 1 \$3,000

Project supplies include culinary kitchen basics, point-of-sale software, gift shop shelving and display cases, cash register, basic office supplies for students and gift shop, workshop books, maintenance and janitorial supplies for training and office computer. Publication of brochures, menus (student generated), and supplies needed for annual “Best in the West” competition.

Year 2 \$3,000

Supplies include arts and craft materials for training of individuals pursuing careers in arts and crafts field. Completed items are to be sold in the gift shop. Also included are food staples and supplies for the culinary arts program, maintenance & janitorial programs, and workplace basics.

Year 3 \$3,000

Supplies include arts and craft materials for training of individuals pursuing careers in arts and crafts field. Completed items are to be sold in the gift shop. Also included are food staples and supplies for the culinary arts program, maintenance & janitorial programs, and workplace basics. Supplies needed for annual “Best in the West” competition.

Construction - \$65,000

Estimated remodel costs for the gift shop and office space in the Yupiit Piciryarait Cultural Center building by University of Alaska, Fairbanks, Design and Construction Division.

Year 1

KuC - Project: Intentional Change for Community Betterment

1. Administration and Legal Expenses	\$13,056
6. Project inspection Fees	\$ 7,866
8. Demolition and Removal	\$ 7,173
9. Construction	\$33,550
11. Contingencies	\$ 3,355

Contractual - \$15,000

YPCC will contract with Bethel Community Services Foundation and Partner with local agencies and organizations to award to winners of the “Best in the West” competition for new or expanding small businesses based in the Yukon Kuskokwim Delta. Winners of the competition will be forwarded to the statewide Alaska Marketplace competition sponsored by Alaska Federation of Natives annually.

<u>Year 1</u>	\$5,000
----------------------	---------

<u>Year 2</u>	\$5,000
----------------------	---------

<u>Year 3</u>	\$5,000
----------------------	---------

Rating Factor 4: Leveraging Resources

Project partners include the following:

- Tundra Women’s Coalition
- Bethel Therapeutic Court
- Yuut Elitnaurviat
- Adult Basic Education
- Lower Kuskokwim School District
- Art Guild of the YK

KuC - Project: Intentional Change for Community Betterment

- Kuskokwim Campus, University of Alaska Fairbanks
- KYUK Public Broadcasting Inc.
- Yukon Kuskokwim Health Corporation

Partners have contributed to conceptualizing and content of the proposal through many planning meeting in the past year. The Yupiit Piciryarait Advisory Council assisted in the development of the project. The partners also want to maximize this opportunity to integrate their program efforts into a consistent region wide outreach. Letters of commitment from these partners are included in appendix. In addition, as listed by organization name, executive officer authorization, contributed cash amount, specific use of support, dates available and duration, and appropriate executive signature (Table 10).

Table 10. Leveraging Partner Resources

Organization/Executive Officer	Amount & duration dates	Specific support
Tundra Women's Coalition	Start date for grant/3years	Staff support, project planning, mentoring
Bethel Therapeutic Court	Start date for grant/3years	Staff support, project planning, mentoring
Yuut Elitnaurviat Lamont Albertson	Start date for grant/3years	Building use, equipment use, staff and instructor (s)
Adult Basic Education	Start date for grant/3years	GED instruction, mentoring, testing (asset)
Lower Kuskokwim School District	Start date for grant/3years	Mock interviews, resume assistance, with Human Resource, Dept.
of the YK	Start date for grant/3years	On the job training, retail training, conference rental
UAF-Kuskokwim Campus	Start date for grant/3years	Room & Board, mentoring, on the job training
KYUK Bethel Broadcasting, Inc.	Start date for grant/3years	Professional & technical staff, broadcast PSA, Annual in-kind support
Yukon Kuskokwim Health Corporation	Start date for grant/3years	Conference center rental, In-kind YKHC newsletter PR
TOTAL		

The line item details of each contribution are listed in each individual letter of support provided by each partner. The level of commitment to Project - *Intentional Change for Community Betterment* is substantial in terms of time, resources and energy to make the project successful. It is a true testament to the fact that this project can have a long lasting and sustainable positive effect on our community and region.

Rating Factor 5: Achieving Results and Program Evaluation

Logic Model is in Attachments.

Project - *Intentional Change for Community Betterment* is committed to verifying the achievement of project objectives and the impact on participants. YPCC staff will strongly support the collection of adequate and appropriate data for the verification process. Project - *Intentional Change for Community Betterment* participants will be tracked and data will be used to verify outcomes. Data will be compiled monthly and reviewed in staff meetings.

Specific Data collected from participants will include:

- ✓ Ethnicity, gender, and educational status
- ✓ Instructional services received
- ✓ Services provided to each participant, type of service, amount of time for each service, number of times service provided
- ✓ Log of presentations and media releases about Project *Intentional Change for Community Betterment*
- ✓ Participants engaging in job readiness, office practices and management, culinary arts and start-up small businesses.
- ✓ Participants engaging in computer applications and web based e-commerce activities

KuC - Project: Intentional Change for Community Betterment

The Work Plan clearly specifies all program activities, timeline for achievement, responsible staff, and resulting milestones. Project- *Intentional Change for Community Betterment* will additionally utilize student entrance and exit surveys for the purposes of obtaining student feedback needed for program improvement and instructor evaluation.

Below is an evaluation plan that summarizes the planned goals and measurable objectives for this project along with mid-range and long-term milestones. Through the periodic evaluation of the program, the YPCC staff and the Advisory Committee can make any needed improvements and adjustments in a timely and effective manner.

<i>Evaluation Plan</i>		
<i>Goal 1</i> To establish hands on training and incubator space geared to retail sale and making of arts and crafts and small business operation. Remodel existing gift shop office space to maximize use.		
Objectives	Formative Milestones	Summative Evaluation/ Measurable Outcomes
Objective 1 Secure gift shop/office remodel design, bid and award bid	End of year 1	Design, bid process, and bid awarding will be completed
Objective 2 Complete gift shop remodel	End of year 1	Gift shop remodel will be completed
Objective 3 Purchase materials, equipment, furniture and supplies needed to operate incubator/training gift shop	End of year 1	Start up materials, equipment, furniture, and supplies will be purchased and installed
Objective 4 Recruit participants for cohorts per academic year, hire trainee (s) for gift shop (6 months training period)	End of year 1: Partners will assist in recruiting cohorts and hiring of trainees. End of year 2: New cohorts will be selected, new trainees in place. Repeat for year 3	2 Trainees per year at the gift shop, and 5-10 members from partners and 5 – 10 community members in each cohort annually
Objective 5 : Identify presenter/adjuncts and	End of year 1: Presenter, adjuncts identified and hired	Presenter/adjuncts will offer 2 sessions/courses per semester

KuC - Project: Intentional Change for Community Betterment

mentors each academic year	Repeat as needed for years 2 & 3	each year starting Jan. 2009
Objective 6 Prepare sequences of classes and workshops per academic year	End of year 1: Sequences completed and presented, adjustments to sequences made as needed year 2 and year 3	At least 2 classes and 2 workshops present per semester, starting Jan. 2009, through May 2011
Objective 7 Hire master artist/craftsmen to instruct in arts and crafts classes	End of year 1, depending on input from cohorts, arts & crafts instructors will be selected. Repeat year 2 and 3.	Starting January 2009, 1-3 arts & crafts classes will be offered per semester for each cohort and community. 85% positive feedback on participant satisfaction survey.
Objective 8: Work with local businesses and partners for on the job training	End of year 1: Working with local businesses and partners, qualified participants will have on the job training opportunities. Repeat as needed for years 2 & 3	At least 2 qualified participants will be placed on the job training. Length of time may vary depending on individuals and job skills needed. Repeat as needed.
Objective 9: With partners sponsor small business competition, including workshops for business development	August each year, hold competition for small businesses	At least 5-10 competitors each year with awards to 3-5 small businesses

Goal 2: To strengthen participants' skills, knowledge and confidence in workplace basics, applied business training, office skills and management, basic janitorial, maintenance skills, construction trades, computer use with internet applications, and assist in job placement.

Objective	Formative Milestones	Summative Evaluation/Measurable Outcome
Objective 1 Develop cohort list with partners for appropriate starting points and mentors volunteer are matched to work with them	End of year 1: With partners complete cohort list and appropriate starting points Length of time will vary with individuals, and situations. Repeat as needed for years 2 & 3	At least 5-10 partner selected cohorts and additional interested community members will start January 2009. New cohorts will begin as needed.
Objective 2: Develop sequences for office application/management, computer skills and applied business.	End of year 1: Cohorts will start with career path of their choice. End of year 2: New cohorts will start, and repeat as needed for year 3.	Each career path cohort will have at least 3-7 with partners and 3-7 from community per semester starting January 2009 –May 2011. Completion rate of 50%.
Objective 4: Secure on the job training opportunities with local	End of year 2: Cohorts and individuals will have attended local career fairs and participated	At least 80% cohort's members will participate in career fairs and mock

KuC - Project: Intentional Change for Community Betterment

businesses and agencies	in mock interviews. Repeat for year 3	interviews. (annual events)
Objective 5: Work with local agencies and businesses to consider program graduates for employment.	End of Year 2: Participants who have completed program will be assisted in finding on the job training and employment with local businesses. End of year 3, repeat as needed.	At least 50% of the graduates will be assisted with job placement.
Objective 6: Develop a sequence of basic janitorial and maintenance skills.	End of Year 1; participants will have basic skills, continued training for each consecutive year.	At least 50% of participants will complete sequence.
Objective 7: Select cohort for construction trades training/certificates	End of year 2: Cohorts selected and begin training in trades. Hours toward certification continued through year 3	At least 50% of participants will complete sequence.

Goal 3: To establish culinary/catering program to include safe food handling, culinary arts, and barista skills for espresso stands, restaurant, institutional and independent businesses.

Objectives	Formative Milestones	Summative Evaluation/ Measurable Outcomes
Objective 1 Prepare sequence of classes: safe food handling, culinary arts, and catering.	End of year 1: Complete all sequences, revise as needed	Sequences completed for safe food handling, culinary arts program and catering
Objective 2 Identify and hire adjuncts needed to teach selected classes per academic year	End of year 1: Adjunct hired for specific classes. Repeat as needed.	Enrollment lists for classes, at least 5-10 in each
Objective 3: Work with partners to select cohorts in each career field per academic year And match with mentors	End of year 1: Partners help select each cohort for fields. End of year 2 & 3: Repeat as needed for new cohorts.	Cohort lists: Mentors work with each cohort
Objective 4: Present workshops and training sessions to cohorts' in selected career fields. Hold annual 'cook off' to show case new skills.	End of year 1: Workshops scheduled and presented in selected fields. Hold 'cook off' End of year 2 & 3: Continuation of class sequences.	Enrollment lists for classes, 5-10 in each Community attendance at annual 'cook off'
Objective 5: Work with local businesses to place	End of year 2: Place into the workplace or on the job training	Help with job search for 50% of graduates of programs

KuC - Project: Intentional Change for Community Betterment

into the workforce students who complete sequences.	graduates. Repeat year 3	
Objective 6: Work with local agencies to place attendees into the workforce who complete the sequences.	End of year 1: Place into the workforce at participating agencies graduates. Repeat year 3 as needed.	Help with job search for 50% of the graduates.

Project: *Intentional Change for Community Betterment* takes each word of its title seriously. It addresses problems that have been evident to many but have escaped the ability of all to solve. The recipients of the proposed grant are some of the most needy and most neglected citizens of the U. S. Instead of being forgotten and marginalized, they will be given reasons, incentives, quality instruction, mentoring and encouragement to *intentionally* change their circumstances and therefore better their communities by their presence, new job skills and involvement. This proposal gathers and involves all the major components and agencies necessary to fundamentally change the future of the region. It utilizes their capacities and strengths to turn a high risk, low skill segment of the local population into positive citizens capable of increasing the productive capacity of the area exponentially.

[illegible]

ANNHIAC		Project Location:		Kuskokwim Campus, Bethel		US Department of Housing and Urban Development	
Univ. of AK, Fairbanks.		Project Location State:		ALASKA		OMB Approval 2535-0114 exp. 02/28/2011	
Pit Piciyarai Cultural Center		Fiscal Year:		2009		Year 2	
aiChangeForCommunityBetterment		Reporting Period:					
0		Reporting Start Date:					
0		Reporting End Date:					

Services or Activities/Outputs	Measure			Outcome	Measure			Evaluation Tools
	Pre	Post	YTD		Pre	Post	YTD	
3				5				7
Programming				Impact				Accountability
Economic Development-Small business incubator	2	Businesses		Economic Development-Businesses incubated	2	Micro-enterprises		A. Tools for Measurement
Employment-Job training	30	Persons served		Employment Opportunities-Other-Persons	20	Persons		Program specific form(s)
Training-Technical assistance training workshops	30	Workshops		Training-Job training completed	20	Participants		Survey
		#N/A				#N/A		
		#N/A				#N/A		B. Where Data Maintained
		#N/A				#N/A		Training center
		#N/A				#N/A		
		#N/A				#N/A		
		#N/A				#N/A		C. Source of Data
		#N/A				#N/A		Placements
		#N/A				#N/A		Progress reports
		#N/A				#N/A		
		#N/A				#N/A		
		#N/A				#N/A		D. Frequency of Collection
		#N/A				#N/A		Quarterly
		#N/A				#N/A		
		#N/A				#N/A		
		#N/A				#N/A		E. Processing of Data
		#N/A				#N/A		
		#N/A				#N/A		

[illegible]

ANNHIAC
Univ. of AK, Fairbanks,
Pit Piciyara Cultural Center
alChangeForCommunityBetter

Project Location:
Project Location State:
Fiscal Year:
Reporting Start Date:
Reporting End Date:

Kuskokwim Campus, Bethel
ALASKA
2009
Total

0
0

Reporting Start Date:
Reporting End Date:

DUNS #

0

Services or Activities/Outputs	Measure				Outcome				Measure				Evaluation Tools			
	Pre	Post	YTD		Pre	Post	YTD		Pre	Post	YTD		Pre	Post	YTD	
3	4				5				6				7			
Programming					Impact				Micro-enterprises				Accountability			
Economic Development-Small business incubator	5				Economic Development-Businesses incubated				5				A. Tools for Measurement			
Employment-Job training	Persons served				Employment Opportunities-Other-Persons				Persons				Interviews			
Employment-Vocational programs	70				Employment-Vocational program completed				50				Pre-post tests			
Public Facilities-Multi-purpose center rehabilitated	25				Policy Priority-Public facilities rehabilitated incorporate				15				Program specific form(s)			
Training-Life skills training/self improvement programs	1				Training-Job training completed				1				Time sheets			
Training-Technical assistance training workshops	55				Employment-New jobs created (FTE)				75				Survey			
Preservation-Cultural-Economic Development	30								4				B. Where Data Maintained			
	5								Participants				Training center			
	Businesses								Jobs							
	#N/A								#N/A				C. Source of Data			
									#N/A				Business licenses			
	#N/A								#N/A				Employment records			
	#N/A								#N/A				Placements			
	#N/A								#N/A				Site reports			
	#N/A								#N/A				D. Frequency of Collection			
	#N/A								#N/A				Quarterly			
	#N/A								#N/A				Upon incident			
	#N/A								#N/A							
	#N/A								#N/A				E. Processing of Data			
	#N/A								#N/A							

HUD Goals	
A1	Increase homeownership opportunities. (1) Expand national homeownership opportunities.
A2	Increase homeownership opportunities. (2) Increase minority homeownership.
A3	Increase homeownership opportunities. (3) Make the home-buying process less complicated and less expensive.
A4	Increase homeownership opportunities. (4) Reduce predatory lending through reform, education and enforcement.
A5	Increase homeownership opportunities. (5) Help HUD-assisted renters become homeowners.
A6	Increase homeownership opportunities. (6) Keep existing homeowners from losing their homes.
B1	Promote Decent Affordable Housing. (1) Expand access to and availability of decent, affordable rental housing.
B2	Promote Decent Affordable Housing. (2) Improve the management accountability and physical quality of public and assisted housing.
B3	Promote Decent Affordable Housing. (3) Improve housing opportunities for the elderly and persons with disabilities.
B4	Promote Decent Affordable Housing. (4) Promote housing self-sufficiency.
B5	Promote Decent Affordable Housing. (5) Facilitate more effective delivery of affordable housing by reforming public housing and the Housing Choice Voucher program.
C1	Strengthen Communities. (1) Assist disaster recovery in the Gulf Coast region.
C2	Strengthen Communities. (2) Enhance sustainability of communities by expanding economic opportunities.
C3	Strengthen Communities. (3) Foster a suitable living environment in communities by improving physical conditions and quality of life.
C4	Strengthen Communities. (4) End chronic homelessness and move homeless families and individuals to permanent housing.
C5	Strengthen Communities. (5) Address housing conditions that threaten health.
D1	Ensure Equal Opportunity in Housing. (1) Ensure access to a fair and effective administrative process to investigate and resolve complaints of discrimination.
D2	Ensure Equal Opportunity in Housing. (2) Improve public awareness of rights and responsibilities under fair housing laws.
D3	Ensure Equal Opportunity in Housing. (3) Improve housing accessibility for persons with disabilities.
D4	Ensure Equal Opportunity in Housing. (4) Ensure that HUD-funded entities comply with fair housing and other civil rights laws.

HUD Priorities	
A1	Improve the knowledge of Homeowners, Homebuyers and Renters to be Aware of Discriminatory practices and their Rights and Increase Financial Literacy to Prevent Foreclosure and to Address the Needs of Households Facing Foreclosure. (1) Providing Credit Counseling and Education for Families and Individuals.
A2	Improve the knowledge of Homeowners, Homebuyers and Renters to be Aware of Discriminatory practices and their Rights and Increase Financial Literacy to Prevent Foreclosure and to Address the Needs of Households Facing Foreclosure. (2) Homebuying Information for New Homeowners.
A3	Improve the knowledge of Homeowners, Homebuyers and Renters to be Aware of Discriminatory practices and their Rights and Increase Financial Literacy to Prevent Foreclosure and to Address the Needs of Households Facing Foreclosure. (3) Rental Housing Options.
A4	Improve the knowledge of Homeowners, Homebuyers and Renters to be Aware of Discriminatory practices and their Rights and Increase Financial Literacy to Prevent Foreclosure and to Address the Needs of Households Facing Foreclosure. (4) How to File a Discrimination Complaint.
A5	Improve the knowledge of Homeowners, Homebuyers and Renters to be Aware of Discriminatory practices and their Rights and Increase Financial Literacy to Prevent Foreclosure and to Address the Needs of Households Facing Foreclosure. (5) Complying with Limited English Proficiency Requirements.
A6	Improve the knowledge of Homeowners, Homebuyers and Renters to be Aware of Discriminatory practices and their Rights and Increase Financial Literacy to Prevent Foreclosure and to Address the Needs of Households Facing Foreclosure. (6) Addressing the Needs of Homeowners, Homebuyers and Renters who are Persons with disabilities.
B1	Encouraging Accessible Design Features. (1) Visitability in new construction and substantial rehabilitation.
B2	Encouraging Accessible Design Features. (2) Universal Design.
C	Providing Full and Equal Access to Grassroots Faith-Based and Other Community Organizations in HUD Program Implementation.
D	Participation of Minority-Serving Institutions (MSIs) in HUD Programs.
E1	Ending Chronic Homelessness. (1) Creation of affordable housing units, supportive housing, and group homes.
E2	Ending Chronic Homelessness. (2) Establishment of a set-aside of units of affordable housing for the chronically homeless.
E3	Ending Chronic Homelessness. (3) Establishment of substance abuse treatment programs targeted to the homeless population.
E4	Ending Chronic Homelessness. (4) Establishment of job training programs that will provide opportunities for economic self-sufficiency.
E5	Ending Chronic Homelessness. (5) Establishment of counseling programs that assist homeless persons in finding housing, managing finances, managing anger, and building interpersonal relationships.
E6	Ending Chronic Homelessness. (6) Provision of supportive services, such as health care assistance that will permit homeless individuals to become productive members of society.
E7	Ending Chronic Homelessness. (7) Provision of service coordinators or one-stop assistance centers that will ensure that chronically homeless persons have access to a variety of social services.
F	Promoting Energy Star and Green Development.
G	Promoting Assistance to Veterans

E1	Embrace High Standards of Ethics, Management, and Accountability. (1) Strategically manage human capital to increase employee satisfaction and improve HUD performance.
E2	Embrace High Standards of Ethics, Management, and Accountability. (2) Improve HUD's management and its internal controls to ensure program compliance and resolve audit issues.
E3	Embrace High Standards of Ethics, Management, and Accountability. (3) Improve accountability, service delivery, and customer service of HUD and its partners.
E4	Embrace High Standards of Ethics, Management, and Accountability. (4) Capitalize on modernized technology to improve the delivery of HUD's core business functions.
F1	Promote Participation of Faith-Based and Other Community Organizations. (1) Reduce barriers to faith-based and other community organizations' participating in HUD-sponsored programs.
F2	Promote Participation of Faith-Based and Other Community Organizations. (2) Conduct outreach and provide technical assistance to strengthen the capacity of faith-based and community organizations to attract partners and secure resources.
F3	Promote Participation of Faith-Based and Other Community Organizations. (3) Encourage partnerships between faith-based and other community organizations and HUD's grantees and subgrantees.

CAMP

CAMP eLogic Model®

Column 2

PROBLEM, NEEDS, SITUATION

There is a need for community development, including neighborhood revitalization and housing in localities served by AN/NHIACs.

There is a need for economic development, including neighborhoods in localities served by AN/NHIACs.

Neighborhoods in need of revitalization lack public service activities that serve to stabilize a neighborhood and contribute to sustainable development.

sdf23

CAMP	Click here to allow deletion of 'New' Activities
CAMP eLogic Model®	
Column 3	
SERVICES OR ACTIVITIES/OUTPUTS	UNITS
Acquisition-Acquisition of Real Property	Properties
Business Opportunities-Other-Businesses	Businesses
Business Opportunities-Other-Dollars	Dollars
Business Opportunities-Section 3-Businesses	Businesses
Business Opportunities-Section 3-Dollars	Dollars
Community Development-Clearance and demolition	Properties
Economic Development-Create Community Development Corporations (CDC)	CDC
Economic Development-Expansion of commercial building	Units
Economic Development-Financial assistance for establishment of micro-enterprises	Micro-enterprises
Economic Development-Financial assistance for expansion of micro-enterprises	Micro-enterprises
Economic Development-Financial assistance for stabilization of micro-enterprises	Micro-enterprises
Economic Development-Micro-businesses/micro-enterprises	Businesses
Economic Development-New construction of a commercial building	Units
Economic Development-Rehabilitation/renovation of commercial building	Units
Economic Development-Small business incubator	Businesses
Economic Development-Technical assistance for CDC	CDC
Economic Development-Technical assistance for establishment of micro-enterprises	Micro-enterprises
Economic Development-Technical assistance for expansion of micro-enterprises	Micro-enterprises
Economic Development-Technical assistance for stabilization of micro-enterprises	Micro-enterprises
Education-Adult literacy programs	Persons served
Education-Educational Programs K-12	Persons served
Education-GED programs	Persons served
Employment Opportunities-Other-Available FTE jobs	Available jobs
Employment Opportunities-Other-Persons	Persons
Employment Opportunities-Section 3-Available FTE jobs	Available jobs
Employment Opportunities-Section 3-Persons	Persons
Employment-Job training	Persons served
Employment-Vocational programs	Persons served
Energy-Energy conservation programs	Persons served
Financial-Credit repair	Persons
Financial-Establish revolving loan fund	Loan Fund Established
Financial-IDA accounts established-Dollars	Dollars
Financial-IDA accounts established-Persons	Persons
Health-Health screening	Persons
Health-Health/wellness programs	Persons served
Health-Self-improvement programs	Persons served
Health-Substance abuse programs	Persons served
Housing-Development of rental housing-Disabled	Units
Housing-Development of rental housing-Elderly	Units
Housing-Development of rental housing-Non-elderly/Non-disabled	Units

Housing-Homeownership Assistance-Counseling	Persons
Housing-Homeownership Assistance-Down payment assistance	Persons
Housing-Homeownership Assistance-Training	Persons
Housing-Lead-based paint hazard evaluation	Inspections
Housing-Lead-based paint hazard reduction	Units
Housing-New construction	Homes
Housing-Rehabilitation-Owner occupied housing	Homes
Housing-Rehabilitation-Rental housing	Units
Housing-Rehabilitation-Vacant housing	Homes
Planning-Develop comprehensive plan	Plans Completed
Planning-Develop detailed development plan	Plans Completed
Policy Priority-Commercial facilities constructed-Design incorporates universal design	Facilities
Policy Priority-Commercial facilities constructed-Design incorporates visitability standards	Facilities
Policy Priority-Commercial facilities constructed-Design incorporates energy efficiency measures to meet Energy Star standards	Facilities
Policy Priority-Commercial facilities constructed-Design incorporates measures to meet Green Development standards	Facilities
Policy Priority-Commercial facilities rehabilitated-Design incorporates universal design	Facilities
Policy Priority-Commercial facilities rehabilitated-Design incorporates visitability	Facilities
Policy Priority-Commercial facilities rehabilitated-Design incorporates energy	Facilities
Policy Priority-Commercial facilities rehabilitated-Design incorporates measures to	Facilities
Policy Priority-Financial Literacy-Provide financial literacy information	Households
Policy Priority-Financial Literacy-Provide information on discriminatory practices	Households
Policy Priority-Homeless-Establish counseling programs to assist homeless	Persons
Policy Priority-Homeless-Establish substance abuse treatment programs targeted	Programs
Policy Priority-Homeless-Provide job training to homeless persons	Persons
Policy Priority-Housing constructed-Design incorporates energy efficiency	Units
Policy Priority-Housing constructed-Design incorporates measures to meet Green	Units
Policy Priority-Housing constructed-Design incorporates universal design	Units
Policy Priority-Housing constructed-Design incorporates visitability standards	Buildings
Policy Priority-Housing rehabilitated-Design incorporates energy efficiency	Units
Policy Priority-Housing rehabilitated-Design incorporates measures to meet Green	Units
Policy Priority-Housing rehabilitated-Design incorporates universal design	Units
Policy Priority-Housing rehabilitated-Design incorporates visitability standards	Buildings
Policy Priority-MSI-Participation of Minority Serving Institutions (MSIs) that will	Institutions
Policy Priority-Office constructed-Design incorporates energy efficiency measures	Offices
Policy Priority-Office constructed-Design incorporates measures to meet Green	Offices
Policy Priority-Office constructed-Design incorporates universal design	Offices
Policy Priority-Office constructed-Design incorporates visitability standards	Offices
Policy Priority-Office rehabilitated-Design incorporates energy efficiency measures	Offices
Policy Priority-Office rehabilitated-Design incorporates measures to meet Green	Offices
Policy Priority-Office rehabilitated-Design incorporates universal design	Offices
Policy Priority-Office rehabilitated-Design incorporates visitability standards	Offices
Policy Priority-Participation of Nonprofit Grassroots Community Based	Organization
Policy Priority-Public facilities constructed-Design incorporates universal design	Facilities
Policy Priority-Public facilities constructed-Design incorporates visitability	Facilities
Policy Priority-Public facilities constructed-Design incorporates energy efficiency	Facilities

Policy Priority-Public facilities constructed-Design incorporates measures to meet	Facilities
Policy Priority-Public facilities rehabilitated-Design incorporates universal design	Facilities
Policy Priority-Public facilities rehabilitated-Design incorporates visitability	Facilities
Policy Priority-Public facilities rehabilitated-Design incorporates energy efficiency	Facilities
Policy Priority-Public facilities rehabilitated-Design incorporates measures to meet	Facilities
Policy Priority-Veterans-Outreach	Persons
Preservation-Cultural-Community Building	Programs
Preservation-Cultural-Economic Development	Businesses
Preservation-Cultural-Historic properties	Properties
Preservation-Cultural-Recreation	Facilities
Public Facilities-Computer center created	Facilities
Public Facilities-Construction park/playground	Facilities
Public Facilities-Day care/Childcare center constructed	Centers
Public Facilities-Day care/Childcare center rehabilitated	Centers
Public Facilities-Equip computer center	Facilities
Public Facilities-Equip facilities	Facilities
Public Facilities-Equip park/playgrounds	Facilities
Public Facilities-Multi-purpose center constructed	Facilities
Public Facilities-Multi-purpose center equipped	Facilities
Public Facilities-Multi-purpose center rehabilitated	Facilities
Public Facilities-Public facility constructed	Facilities
Public Facilities-Public facility rehabilitated	Facilities
Public Facilities-Rehabilitation Park/Playground	Facilities
Public Facilities-Renovate computer center	Facilities
Public Safety-Crime prevention programs	Programs
Public Safety-Crime prevention programs	Persons served
Public Safety-Public safety programs	Persons served
Social Services-Establish day care program/child development programs	Programs
Social Services-Other	Persons
Social Services-Services for children & youth	Persons
Social Services-Services for disabled persons	Persons
Social Services-Services for elderly persons	Persons
Social Services-Services for homeless persons	Persons
Training Opportunities-Other	Persons
Training Opportunities-Section 3-Persons	Persons
Training-Child care provider license/certification	Persons
Training-Child care worker training	Persons
Training-Leadership development training/workshops	Workshops
Training-Life skills training/self improvement programs	Persons served
Training-Technical assistance training workshops	Workshops
other	Other

CAMP	Click here to allow deletion of 'New' Outcomes
CAMP eLogic Model®	
Column 5	
ACHIEVEMENT OUTCOMES GOALS AND INDICATORS	UNITS
Business Opportunities-Other-Businesses	Businesses
Business Opportunities-Other-Dollars	Dollars
Business Opportunities-Section 3-Businesses	Businesses
Business Opportunities-Section 3-Dollars	Dollars
Community Development-Clearance and demolition-Create open space/beautification	Properties
Community Development-Clearance and demolition-Removal of blight	Properties
Economic Development-Businesses incubated	Micro-enterprises
Economic Development-Businesses leave incubator for business locations	Micro-enterprises
Economic Development-Commercial facilities expanded	Facilities Competed
Economic Development-Commercial facilities opened	Facilities
Economic Development-Commercial facilities rehabilitated	Facilities Completed
Economic Development-Micro-enterprises established	Micro-enterprises
Economic Development-Micro-enterprises expanded	Micro-enterprises
Economic Development-Micro-enterprises stabilized	Micro-enterprises
Education-Enhanced school/educational performance	Persons
Education-GED obtained	Persons
Education-High school diploma obtained	Persons
Education-Increased high school GPA	Persons
Education-Increased school readiness	Persons
Education-TABE/ESL obtained	Persons
Employment Opportunities-Other-Available jobs (FTE)	Available jobs
Employment Opportunities-Other-Persons	Persons
Employment Opportunities-Section 3-Available jobs (FTE)	Available jobs
Employment Opportunities-Section 3-Persons	Persons
Employment-Jobs obtained (FTE)	Jobs
Employment-Jobs retained (FTE)	Jobs
Employment-New jobs created (FTE)	Jobs
Employment-Vocational program completed	Persons
Energy-Reduced energy expenditures	Dollars
Energy-Reduced energy utilization	Households
Financial-Credit score improved	Persons
Financial-IDA account deposits-Dollars	Dollars
Financial-IDA account deposits-Persons	Persons
Financial-Mortgage ready	Persons
Financial-Revolving loan funds-Loans provided to Businesses	Businesses
Financial-Revolving loan funds-Loans provided to Micro-enterprises	Micro-enterprises
Financial-Revolving loan funds-Loans provided to Persons	Persons
Health-Health screenings obtained	Persons
Health-Health/wellness programs completed	Persons
Health-Persons free from substance abuse	Persons
Housing-Homes constructed-Owner occupied	Units
Housing-Homes constructed-Rental	Units
Housing-Homes made lead safe	Units
Housing-Homes rehabilitated/renovated-Owner occupied	Houses
Housing-Homes rehabilitated/renovated-Rental	Properties

Housing-Homes rehabilitated/renovated-Vacant	Properties
Housing-Low/moderate-income persons who purchased new home	Persons
Housing-Low/moderate-income persons who purchased renovated home	Units
Housing-Purchased a home	Persons
Policy Priority-Commercial facilities constructed incorporate appliances and	Facilities
Policy Priority-Commercial facilities constructed incorporate universal design	Facilities
Policy Priority-Commercial facilities constructed incorporate visitability standards	Facilities
Policy Priority-Commercial facilities constructed meet Green Development	Facilities
Policy Priority-Commercial facilities rehabilitated incorporate appliances and	Facilities
Policy Priority-Commercial facilities rehabilitated incorporate universal design	Facilities
Policy Priority-Commercial facilities rehabilitated incorporate visitability standards	Facilities
Policy Priority-Commercial facilities rehabilitated meet Green Development	Facilities
Policy Priority-Financial Literacy-Obtained new or refinanced mortgage	Households
Policy Priority-Financial Literacy-Prevented foreclosure	Households
Policy Priority-Homeless persons in substance abuse treatment programs	Persons
Policy Priority-Homeless persons that obtain employment	Persons
Policy Priority-Homeless persons that receive counseling services	Persons
Policy Priority-Homeless placed in permanent housing	Persons
Policy Priority-Housing-Constructed units incorporate appliances and products that	Units
Policy Priority-Housing-Constructed units meet Green Development standards	Units
Policy Priority-Housing-Constructed-Units incorporate universal design	Units
Policy Priority-Housing-Constructed-Units incorporate visitability standards	Buildings
Policy Priority-Housing-Rehabilitated units incorporates appliances and products	Units
Policy Priority-Housing-Rehabilitated units meets Green Development standards	Units
Policy Priority-Housing-Rehabilitated-Units incorporate universal design	Units
Policy Priority-Housing-Rehabilitated-Units incorporate visitability standards	Buildings
Policy Priority-MSI-Participation of Minority Serving Institutions (MSIs) that	Institutions
Policy Priority-Offices constructed incorporate appliances and products that meet	Offices
Policy Priority-Offices constructed incorporate universal design	Offices
Policy Priority-Offices constructed incorporate visitability standards	Offices
Policy Priority-Offices constructed meet Green Development standards	Offices
Policy Priority-Offices rehabilitated incorporate universal design	Offices
Policy Priority-Offices rehabilitated incorporate visitability standards	Offices
Policy Priority-Offices rehabilitated incorporates appliances and products that meet	Offices
Policy Priority-Offices rehabilitated meets Green Development standards	Facilities
Policy Priority-Percentage of work conducted by nonprofit grassroots community	Percentage of Work
Policy Priority-Public facilities constructed incorporate appliances and products that meet Energy Star standards	Facilities
Policy Priority-Public facilities constructed incorporate universal design	Facilities
Policy Priority-Public facilities constructed incorporate visitability standards	Facilities
Policy Priority-Public facilities constructed meet Green Development standards	Facilities
Policy Priority-Public facilities rehabilitated incorporate appliances and products that meet Energy Star standards	Facilities
Policy Priority-Public facilities rehabilitated incorporate universal design	Facilities
Policy Priority-Public facilities rehabilitated incorporate visitability standards	Facilities
Policy Priority-Public facilities rehabilitated meet Green Development standards	Facilities
Policy Priority-Veterans-Obtained housing	Persons
Policy Priority-Veterans-Obtained job training	Persons

Policy Priority-Veterans-Obtained jobs	Persons
Policy Priority-Veterans-Obtained social services	Persons
Public Facilities-Childcare-Day care/child care center opened	Centers
Public Facilities-Persons utilizing computer center	Persons
Public Safety-Public Safety programs-Decrease in property crime statistics from previous year	Percent Change
Public Safety-Public Safety programs-Decrease in violent crime statistics from previous year	Percent Change
Public Safety-Public Safety programs-Reduced incidence of emergency room visits	ER Visits Reduced
Self-Sufficiency-Increased economic self-sufficiency	Students
Social Services-Adult enrolled in day care program	Adults
Social Services-Children enrolled in day care/child care facility	Children
Social Services-Senior/elderly services obtained	Persons
Training Opportunities-Other	Persons
Training Opportunities-Section 3-Persons	Persons
Training-Job training completed	Participants
Training-Persons completed homeownership training	Persons
other	other

CAMP eLogic Model®

A. Tools For Measurement
Bank accounts
Construction log
Database
Enforcement log
Financial aid log
Intake log
Interviews
Mgt. Info. System-automated
Mgt. Info. System-manual
Outcome scale(s)
Phone log
Plans
Pre-post tests
Post tests
Program specific form(s)
Questionnaire
Recruitment log
Survey
Technical assistance log
Time sheets
B. Where Data Maintained
Agency database
Centralized database
Individual case records
Local precinct
Public database
School
Specialized database
Tax Assessor database
Training center
C. Source of Data
Audit report
Business licenses
Certificate of Occupancy
Code violation reports
Counseling reports
Employment records
Engineering reports
Environmental reports
Escrow accounts
Financial reports
GED certification/diploma
Health records
HMIS
Inspection results
Lease agreements
Legal documents
Loan monitoring reports
Mortgage documents
Payment vouchers
Permits issued
Placements
Progress reports
Referrals
Sale documents
Site reports
Statistics
Tax assessments
Testing results
Waiting lists
Work plan reports
D. Frequency of Collection
Daily
Weekly
Monthly
Quarterly
Biannually
Annually
Upon incident
E. Processing of Data
Computer spreadsheets
Flat file database
Manual tallies
Relational database
Statistical database

Carter-Richmond Methodology

The Management Questions developed for your program are based on the Carter-Richmond Methodology.* A description of the Carter-Richmond Methodology appears in the General Section of the NOFA.

* © The Accountable Agency – How to Evaluate the Effectiveness of Public and Private Programs," Reginald Carter, ISBN Number 9780978724924

Evaluation Process

An evaluation process will be part of the on-going management of the program.

The following are standard requirements that HUD expects of every program manager as part of their project management.

- Comparisons will be made between projected and actual numbers for both outputs and outcomes.
- Deviations from projected outputs and outcomes will be documented and explained on space provided on the "Reporting" Tab.
- Analyze data to determine relationship of outputs to outcomes; what outputs produce which outcomes.

The reporting requirements are specified in the program specific NOFA and your funding award.

HUD Will Use The Following Management Questions To Evaluate Your Program:

Response to Management Questions

		Measure	Count/Amount
1	How many persons are you serving (unduplicated count)?	Persons	
2	How many new FTE jobs were created?	Jobs	
3	How many FTE jobs were retained?	Jobs	
4	What is the average income of persons employed in the new jobs?	Dollars	
5	How many commercial facilities were added through construction?	Facilities	
6	What is the market value of commercial facilities added through construction?	Dollars	
7	How many commercial facilities were added through rehabilitation?	Facilities	
8	What is average total cost for constructing a commercial facility?	Dollars	
9	How many offices were added through construction?	Offices	
10	What is average total cost for constructing an office facility?	Dollars	
11	How many offices were added through rehabilitation?	Offices	
12	What is average total cost for rehabilitating an office facility?	Dollars	
13	What is the market value of offices added through construction?	Dollars	
14	How many public facilities were added through construction?	Facilities	
15	What is the average total cost for constructing a public facility?	Dollars	
16	What is the market value of public facilities added through construction?	Dollars	
17	How many public facilities were added through rehabilitation?	Facilities	
18	What is the average total cost for rehabilitating a public facility?	Dollars	
19	How much housing was added through construction?	Units	
20	What is the market value of housing added through construction?	Dollars	
21	How much housing was added through rehabilitation?	Units	
22	How many persons purchased a home?	Persons	
23	What is the average market value of homes purchased?	Dollars	
24	How many homes were made lead safe?	Homes	
25	How many students increased their GPA?	Persons	
26	How many students acquired marketable skills?	Persons	
27	How many students received their GED?	Persons	
28	What is the average cost to obtain a GED?	Dollars	
29	How many students received their high school diploma?	Persons	
30	How many persons received health services?	Persons	
31	How many persons received social services?	Persons	
32	How many persons received childcare services?	Persons	
33	How many persons received recreation services?	Persons	
34	How many homeless persons received services?	Persons	
35	How many veterans received services?	Persons	
36	How many homeless persons received job training?	Persons	
37	How many veterans received job training?	Persons	
38	How many veterans obtained jobs (FTE) as a result of job training?	Persons	
39	How many homeless persons obtained jobs (FTE) as a result of job training?	Persons	
40	As a result of job training, how many persons obtained employment?	Persons	
41	What is the total average anticipated energy savings as a result of using Energy Star appliances and products?	Dollars	
42	How many micro-enterprises were established?	Micro-Enterprises	
43	How many micro-enterprises were expanded?	Micro-Enterprises	
44	How many micro-enterprises were stabilized?	Micro-Enterprises	

45	What is the value (projected gross income) of new businesses or micro-enterprises created?	Dollars	
46	How many new affordable housing units were built?	Units	
47	What is the average market value of new affordable housing units built?	Dollars	
48	How many new businesses were created?	Businesses	
49	How many high school students are expected to pursue post-secondary education?	Persons	
50	Describe the population you are serving in the space below:		

	If you are collecting client level data, identify the number of persons receiving services:		
51	How many persons receiving services are under the age of 6?	Persons	
52	How many persons receiving services are ages 6-17?	Persons	
53	How many persons receiving services are ages 18-30?	Persons	
54	How many persons receiving services are ages 31-50?	Persons	
55	How many persons receiving services are ages 51-61?	Persons	
56	How many persons receiving services are over 62 years of age?	Persons	

Explanation of Any Deviations From the Approved eLogic Model®

Tundra Women's Coalition
PO Box 2029
Bethel, AK 99559
May 25, 2009

Dear Alaska Native/Native Hawaiian Institutions Assisting Communities,


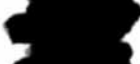

Please accept this letter of support for the HUD AN/NAIAC grant application for the University of Alaska, Fairbanks, Kuskokwim Campus and Yupiit Piciryarait Cultural Center, Project: *Intentional Change for Community Betterment*.

The Tundra Women's Coalition has entered into a working relationship with the Yupiit Piciryarait Cultural Center, in the hopes of providing our clients additional job skills training and on-the-job training. Our clients struggle with finding good jobs due to the lack of basic work skills and difficulty fitting into the mainstream community. Their schooling, training and employment in the past have been continually interrupted by the effects of domestic abuse, and often drug and alcohol use. Now that they are working to become free from abuse, this project will build self-reliance and financial independence through training in office applications, hospitality industry, retail, computer skills, construction trades, culinary skills and micro-business start up. The community and region will benefit from the improved job skills and advanced training the program participants will receive building a better economic base.


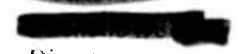
The TWC will work with YPCC as a partner for Intentional Change by overseeing all of the TWC participants in the program. The TWC management team meets weekly for evaluations of clients and their progress in the program. The funds will be available January 2010-September 2012.

Project coordinator in-kind work load with participants
TWC Team (weekly meeting time)
TWC staff: in-kind work load with participants

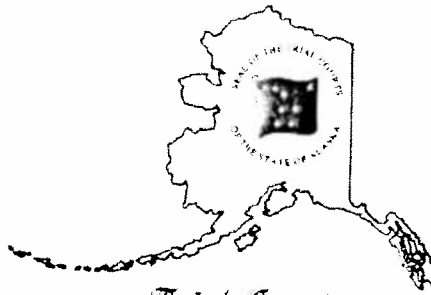
Total in-kind

	3 years
	3 years
	3 years
	3 years

Sincerely

Director
Tundra Women's Coalition



Trial Courts

State of Alaska

Bethel Therapeutic Court

Alaska Court System

Fourth Judicial District

PO Box 130

Bethel, Alaska 99559-0130

(907)543-1121 fax: 543-4419

April 8, 2009

Dear Alaska Native/Native Hawaiian Institutions Assisting Communities,

Please accept this letter of support for the HUD AN/NAIAC grant application for the University of Alaska, Fairbanks, Kuskokwim Campus and Yupiit Piciryarait Cultural Center, Project: *Intentional Change for Community Betterment*.

The Bethel Therapeutic Court has entered into a working relationship with the Yupiit Piciryarait Cultural Center, in the hopes of providing our clients additional job skills training. Research shows that long-term sobriety is enhanced by economic stability, but our clients struggle with finding good jobs due to the lack of basic work skills and difficulty fitting into the mainstream community. Their schooling, training and employment in the past have been continually interrupted by the effects of drug and alcohol use. Now that they are achieving sobriety, the project will build self-reliance through office applications, hospitality industry, retail, computer skills, construction trades, culinary skills and micro-business start up. The community and region will benefit from the improved job skills and advanced training the program participants will receive building a better economic base.

The BTC will work with YPCC as a partner for Intentional Change by overseeing all of the BTC participants in the program. The BTC management team meets weekly for a minimum of one hour, consisting of: one Judge, one probation officer, three attorneys, three therapists, one Jesuit volunteer, and project coordinator. The funds will be available January 2010-September 2012.

Project coordinator in-kind work load with participants

Project probation officer in-kind work load with participants

Bethel Therapeutic Court Team (weekly meeting time)

Ten members: in-kind work load with participants

3 years

3 years

3 years

3 years

Total in-kind

Sincerely

Project Coordinator

Bethel Therapeutic Court

srussell@courts.state.ak.us



Yuntut Elitnaurviat

PEOPLES LEARNING CENTER

Alaska National Guard • Association of Village Council Presidents • Association of Village Council Presidents
Regional Housing Authority • Calista Corporation • City of Bethel • Orutsaramuit Native Council •
Lower Kuskokwim School District • UAF-Kuskokwim Campus • Yukon-Kuskokwim Health Corporation
Bethel Community Services Foundation

July 3, 2009

Reference: HUD ANIHAC Grant

To whom it may concern:

The board and staff of Yuntut Elitnaurviat (YE) is delighted that the Kuskokwim Campus (KuC) of the University of Alaska, Fairbanks, Yupiit Piciryarait Cultural Center (YPCC) is applying for grant funding for their **Intentional Changes for Community Betterment** project. The nature of this project is in keeping with the overall mission of YE and should complement our many program offerings.

One of the biggest challenges YE and KuC face as workforce development educators is how best to customize our courses to make them available to and culturally appropriate for our Yukon-Kuskokwim Delta constituency. It is our intention to use our staff and facilities to cooperatively support the **Intentional Changes for Community Betterment** project to address the aforementioned challenges and at the same time teach and prepare regional trainees for success. Many more regional and Alaskan employment area jobs will go to local workers once they receive the appropriate training. This training will take place in regional centers such as YE and KuC, which are much closer to their home communities. Not only is this the appropriate action for us to take as educators but also as citizens of the region, our boards and staffs are committed to the all-important goal of ensuring the viability and sustainability of our small subsistence-oriented communities.

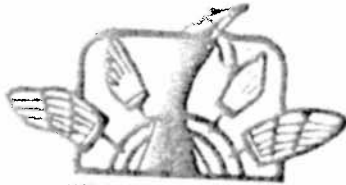
As a workforce development institution we offer a broad array of courses in all of the construction trades. We also provide entry-level health professional and dental health therapy training. As a partner, KuC YPCC has access to our newly completed 19,200 square foot Technical Education Support Services building as well our Construction Trades facility. The YE board and staff are committed to making these facilities available as well as sharing professional teaching personnel to reach our mutual goals. Estimated actual and in-kind support:

Training and Instructional Facility Rentals:	[REDACTED]	for three years
Instructors, Supervisory Personnel in-kind:	[REDACTED]	for three years
Course Information Distribution:	[REDACTED]	for three years
Totals	[REDACTED]	

Sincerely,

[REDACTED]

P.O. Box 869 • Bethel, Alaska 99559 • 907-543-0999 • Fax 907-543-0998
LaMont E. Albertson, Executive Director
Email: lamont@yutul.org



**KUSKOKWIM
CAMPUS**

May 20, 2009

P.O. Box 368 • Bethel, Alaska 99559 • (907) 543-4500 • FAX (907) 543-4527

Dear HUD AN/NHIAC

This letter of support relates to the HUD AN/NHIAC grant application for the University of Alaska, Fairbanks, Kuskokwim Campus and the Yupiit Piciryarait Cultural Center (YPCC) project: Intentional Change for Community Betterment.

Student Services within the Kuskokwim Campus is committed to a strong working relationship with the YPCC. Student Services supports partnering between YPCC, Bethel Therapeutic Court, Tundra Women's Coalition, Adult Basic Education and Yuut Elitnarviat. Through this partnering, Student Services sees an opportunity to cooperatively promote individual self-reliance through job skills training, maintenance and construction trades, culinary arts, entrepreneurial development and hospitality industries in a distinctly under-served local population.

Kuskokwim Campus Student Services supports all the YPCC projects and activities and will commit to the following leveraged contributions to project: Intentional Change for Community Betterment for academic years 2009-2012. In addition to the leveraged contribution, the Kuskokwim campus Student Services will consider for hire all qualified graduates of the afore mentions programs.

Room and Board (includes meals) for one (1) per semester

Mentoring office staff trainees (20 hours @\$20 per semester)

Total leveraged contributions for 6 semester or 3 years

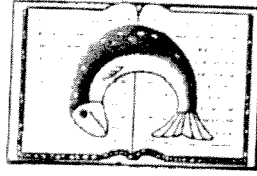
If you have any further question, please do not hesitate to contact my office.

Very Truly Yours,

Alan Kristof

Student Services Coordinator/Registrar

University of Alaska Fairbanks



Lower Kuskokwim School District

Office of the Superintendent
P.O. Box 305 Bethel, AK 99559-0305
907-543-4810 Fax: 907-543-4904

April 10, 2009

Dear Alaska Native/Native Hawaiian Institutions Assisting Communities,

Please accept this letter of support as it relates to the HUD AN/NAIAC grant application for the University of Alaska, Fairbanks, Kuskokwim Campus and Yupiit Piciryarit Cultural Center, Project: *Intentional Change for Community Betterment*.

The Lower Kuskokwim School District has a strong working relationship with the University of Alaska, Fairbanks, Kuskokwim Campus and Yupiit Piciryarit Cultural Center. LKSD supports YPCC partnering with Bethel Therapeutic Court, Tundra Women's Coalition, Adult Basic Education, and Yuut Elitnaurviat as an opportunity to cooperatively promote individual self-reliance through job skills training. This project is designed to help the highest risk population in the region who struggle with little economic promise due to the lack of basic work skills and difficulty fitting into the mainstream community. The project will build self-reliance through office applications, hospitality industry, retail, computer skills, construction trades; culinary skills and micro-business start up. The community and region will benefit from the improved job skills and advanced training the program participants will receive building a better economic base.

LKSD will work with participants in a mock job fair and career counseling /mentoring. LKSD will consider for hire qualified and eligible graduates from the varies programs, certifications and workshops. The funds will be available January 2010-September 2012.

Mock job fair 10 departments (once a year)
Career counseling/mentoring (at job fair)
Total Support for three years



Sincerely

[Redacted signature]

[Redacted name]
Superintendent

Art Guild of the YK
PO BOX 1250
Bethel, Alaska 99559
907-543-5876

June 17, 2009

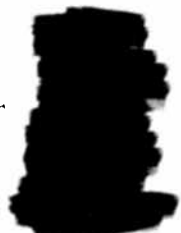
Dear Alaska Native/Native Hawaiian Institutions Assisting Communities,

Please accept this letter of support as it relates to the HUD AN/NHIAC grant Application for the university of Alaska, Fairbanks-Kuskokwim Campus and the Yupiit Piciryarait Cultural Center, Project Intentional Change for Community Betterment.

The Art Guild of the YK has a strong working relationship with the Yupiit Piciryarait Cultural Center. The Art Guild supports the opportunity to cooperatively promote individual self-growth through the production and scale of all arts and crafts, and encouraging community stability with job skill training. The Art Guild Gallery and Gift Shop houses an E-commerce site for Bethel, and will work with the Yupiit Piciryarait Cultural Center to encourage micro/small businesses in the use of the internet for product sales. The Art Guild believes in supporting all community members including Tundra Women's Coalition and Bethel Therapeutic Court clients. The Art Guild will offer hands on training in sales at the local Saturday Markets.

The Art Guild supports the Yupiit Piciryarait Cultural Center projects and activities and commits to the following leveraged contributions:

Gallery/Gift Shop sales, inventory, bookkeeping training
Saturday Market sales, inventory training
Hire program graduate for 10 hours per week @ \$10 an hour
TOTAL



Sincerely,

A blacked-out signature, likely of Janet Athanas, written in cursive or a similar script.

Janet Athanas

Acting-President, Art Guild of the YK



KUSKOKWIM
CAMPUS

P.O. Box 368 • Bethel, Alaska 99559 • (907) 543-4500 • FAX (907) 543-4527

July 7, 2009

Dear HUD AN/NHIAC:

This letter supports the grant application for the HUD project: Intentional Change for Community Betterment at the Yupiit Piciryarait Cultural Center. The project goals and activities will offer a new opportunity to residents in our region to receive training and preparation for employment.

The Bethel Regional Adult Basic Education Program, also located in Bethel, serves the academic needs of adults in our region whose basic skills are deficient or who lack a high school diploma. For this HUD project we anticipate assisting program participants with their basic academic skills improvement and project the value of the leveraged contribution will be:

300 hours per year

3 years of services

total

[REDACTED]
[REDACTED]

Sincerely,

[REDACTED SIGNATURE]

Kathy Hanson

Regional Director
Bethel Regional Adult Basic Education Program

University of Alaska Fairbanks



YUP'IT PIYUVIAT KASINAG KUT

1000 E. 1st Avenue, Fairbanks, Alaska 99701-3900 • Phone: 479-2181 • Fax: 479-2182

May 26, 2000

To: Whom It May Concern:

Re: Alaska Native / Native Hawaiian Institutions Assisting Communities

Please accept this letter of support as it relates to the HUD AN/NHAC grant application for the University of Alaska - Fairbanks - Kuskokwim Campus and the Yup'it Piyuviat Cultural Center for their project *Educational Changes for Community Betterment*. YPCC is to be commended for proposing a project that will add to the literacy and skill base in the region's workforce.

This project is designed to help the highest risk population in the region who struggle with little economic promise due to the lack of basic work skills and difficulty fitting into mainstream business activities. The project will assist in teaching the skills needed to succeed through GED/ABE programs, computer training and training in the building trades.

Computer skills are important to every position at KYUK AM and TV. We would look forward to an expanded applicant pool of local residents with basic work skills and computer training. Training in the building trades will provide us more access to skills that are very rare and expensive in the region. The larger impact will be improvements in community stability and economic growth.

Bethel Broadcasting, Inc. will support *Educational Changes for Community Betterment* with the in-kind contribution of professional and technical support to develop Public Service Announcements and promotion of project activities as follows:

- Professional and technical staff
- Broadcast of PSAs and other promotion
- Annual in-kind support
- Total in-kind support 15 years



Sincerely,



Richard E. Cunningham
General Manager

Funded in part by the Alaska Public Broadcasting Corporation
And by the Corporation for Public Broadcasting



Yukon Kuskokwim Health Corporation

"Fostering Native Self-Determination in Primary Care, Prevention and Health Promotion."

March 10, 2009

Dear HUD AN/NHLAC,

This letter of support / commitment relates to the HUD ANINHIAC grant application for the Kuskokwim Campus/University of Alaska, Fairbanks: Kuskokwim Campus and the Yupiit Piciryarait Cultural Center, Project: Intentional Change for Community Betterment.

This project will greatly benefit the Native people of the region and in particular clients of Tundra Women's Coalition, Bethel Therapeutic Court, and GED graduates of ABE Center. YKHC is committed to the health and well-being of all. In addition, it will support the Yupiit Piciryarait Cultural Center, Museum, Gift Shop, and Library as a community and regional resource promoting Native culture and a wide variety of training / meeting opportunities.

We support the project goals and activities and commit the following leveraged contributions to the Cultural Center / Yupiit Piciryarait grant:

Conference Center Rentals:
In-kind YKHC Newsletter PR:
Total

[REDACTED] free years
[REDACTED] free years
[REDACTED] free years

Sincerely,

Gertie Ballola

President/CEO
Yukon Kuskokwim Health Corporation

ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	IntentionalChangefinal.docx	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	Factor5.xls	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	leverageletters.pdf	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4		Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5		Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6		Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7		Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8		Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9		Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment

Grant Applications
Detailed Budget

Close Form

Print Page

About

U.S. Department of Housing
and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name:

University of Alaska Fairbanks

* Project/Activity Name:

Intentional Change for Community Betterment

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	111,583.00								111,583.00
b. Fringe Benefits	16,474.00								16,474.00
c. Travel	7,000.00								7,000.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	3,000.00								3,000.00
f. Contractual	10,000.00								10,000.00
g. Construction									
1. Administration and Legal Expenses	15,000.00								15,000.00
2. Land, Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees									
5. Other Architectural and Engineering Fees									
6. Project Inspection Fees	7,500.00								7,500.00
7. Site Work									
8. Demolition and Removal	7,573.00								7,573.00
9. Construction	33,550.00								33,550.00
10. Equipment									
11. Contingencies	9,355.00								9,355.00
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	146,955.00								146,955.00
j. Indirect Costs (% Approved Indirect Cost Rate 10.00%)									
Grand Total (Year 1)									
Grand Total (All Years)									

Next Year

Tracking Number GRANT10381307

Grant Applications
Detailed Budget

Close Form

Print Page

About

U.S. Department of Housing
and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name:

University of Alaska Fairbanks

* Project/Activity Name:

Intentional Change for Community Betterment

	Functional Categories								All Years
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/ Tribal Share (\$)	Other Share (\$)	Program Income (\$)	
a. Personnel (Direct Labor)	107,410.00								
b. Fringe Benefits	41,840.00								
c. Travel	2,220.00								
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	3,500.00								
f. Contractual	5,000.00								
g. Construction									
1. Administration and Legal Expenses									
2. Land, Structures, Rights-of-Way, Appraisals, etc.									
3. Relocation Expenses and Payments									
4. Architectural and Engineering Fees									
5. Other Architectural and Engineering Fees									
6. Project Inspection Fees									
7. Site Work									
8. Demolition and Removal									
9. Construction									
10. Equipment									
11. Contingencies									
12. Miscellaneous									
h. Other Direct Costs									
i. Subtotal of Direct Costs	150,770.00								
j. Indirect Costs (% Approved Indirect Cost Rate <input type="text" value="30.00"/>)									
Grand Total (Year <input type="text" value="2"/>)									
Grand Total (All Years)									

Previous Year

Next Year

Tracking Number: GRANT10381307

Form HUD-424-CB (1/2004)

Funding Opportunity Number: FR 5300-N 29 Received Date: 2009-07-22 12:20:20-12-04:00

Grant Applications
Detailed Budget

Close Form

Print Page

About

U.S. Department of Housing
and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name:

University of Alaska Fairbanks

* Project/Activity Name:

Intentional Change for Community Betterment

	Functional Categories										Year 1: <input type="checkbox"/> Year 2: <input type="checkbox"/> Year 3: <input checked="" type="checkbox"/> All Years: <input type="checkbox"/>		
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Column 9 Total (\$)				
a. Personnel (Direct Labor)	130,000.00												
b. Fringe Benefits	46,000.00												
c. Travel	3,000.00												
d. Equipment (only items > \$5,000 depreciated value)													
e. Supplies (only items < \$5,000 depreciated value)	1,000.00												
f. Contractual	5,000.00												
g. Construction													
1. Administration and Legal Expenses													
2. Land, Structures, Rights-of- Way, Appraisals, etc.													
3. Relocation Expenses and Payments													
4. Architectural and Engineering Fees													
5. Other Architectural and Engineering Fees													
6. Project Inspection Fees													
7. Site Work													
8. Demolition and Removal													
9. Construction													
10. Equipment													
11. Contingencies													
12. Miscellaneous													
h. Other Direct Costs													
i. Subtotal of Direct Costs	186,000.00												
j. Indirect Costs (% Approved Indirect Cost Rate <input type="text"/> %)													
Grand Total (Year <input type="text"/> 1)													
Grand Total (All Years)													

Previous Year Next Year

Tracking Number: GRANT10381307

Funding Opportunity Number: FR-5300-N-29 Received Date: 2009-07-22 12:20:12 (GMT-04:00)
Form HUD-424-CB (1/2004)

Grant Applications
Detailed Budget

Close Form

U.S. Department of Housing
and Urban Development

About

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name:

University of Alaska Fairbanks

* Project/Activity Name:

Intentional Change for Community Betterment

	Functional Categories								Year 1: <input type="checkbox"/> Year 2: <input type="checkbox"/> Year 3: <input type="checkbox"/> All Years: <input checked="" type="checkbox"/>		
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Column 9 Total (\$)		
a. Personnel (Direct Labor)	388,114.00								388,114.00		
b. Fringe Benefits	42,914.00								42,914.00		
c. Travel	9,500.00								9,500.00		
d. Equipment (only items > \$5,000 depreciated value)									0.00		
e. Supplies (only items < \$5,000 depreciated value)	1,000.00								1,000.00		
f. Contractual	15,000.00								15,000.00		
g. Construction									0.00		
1. Administration and Legal Expenses	27,000.00								27,000.00		
2. Land, Structures, Rights-of- Way, Appraisals, etc.									0.00		
3. Relocation Expenses and Payments									0.00		
4. Architectural and Engineering Fees									0.00		
5. Other Architectural and Engineering Fees									0.00		
6. Project Inspection Fees	7,000.00								7,000.00		
7. Site Work									0.00		
8. Demolition and Removal	7,100.00								7,100.00		
9. Construction	39,500.00								39,500.00		
10. Equipment									0.00		
11. Contingencies	3,500.00								3,500.00		
12. Miscellaneous									0.00		
h. Other Direct Costs									0.00		
i. Subtotal of Direct Costs	609,028.00								609,028.00		
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text"/> %)									0.00		
Grand Total (Year <input type="text"/> All <input checked="" type="checkbox"/>)											
Grand Total (All Years):											

Previous Year

Tracking Number: GRANT10381307

**Applicant/Recipient
Disclosure/Update Report**

U.S. Department of Housing
and Urban Development

OMB Approval No. 2510-0011
(exp. 08/31/2009)

Applicant/Recipient Information

* Duns Number:

* Report Type:

INITIAL

1. Applicant/Recipient Name, Address, and Phone (include area code):

* Applicant Name:

University of Alaska Fairbanks

* Street1:

PO Box 757880

Street2:

* City:

Fairbanks

County:

* State:

AK: Alaska

* Zip Code:

99775-7880

* Country:

USA: UNITED STATES

* Phone:

907.474.6000

2. Social Security Number or Employer ID Number:

92-6000147

*** 3. HUD Program Name:**

Alaska Native/Native Hawaiian Institutions Assisting Communities

*** 4. Amount of HUD Assistance Requested/Received: \$**

799,596.00

5. State the name and location (street address, City and State) of the project or activity:

* Project Name:

Intentional Change for Community Betterment

* Street1:

PO Box 368

Street2:

420 Chief Eddie Hoffman Hiway

* City:

Bethel

County:

* State:

AK: Alaska

* Zip Code:

99559

* Country:

USA: UNITED STATES

Part I Threshold Determinations

* 1. Are you applying for assistance for a specific project or activity? These terms do not include formula grants, such as public housing operating subsidy or CDBG block grants. (For further information see 24 CFR Sec. 4.3).

☒ Yes

☐ No

* 2. Have you received or do you expect to receive assistance within the jurisdiction of the Department (HUD) , involving the project or activity in this application, in excess of \$200,000 during this fiscal year (Oct. 1-Sep. 30)? For further information, see 24 CFR Sec. 4.9

☒ Yes

☐ No

If you answered " No " to either question 1 or 2, **Stop!** You do not need to complete the remainder of this form.

However, you must sign the certification at the end of the report.

Form HUD-2880 (3/99)

Part II Other Government Assistance Provided or Requested / Expected Sources and Use of Funds.

Such assistance includes, but is not limited to, any grant, loan, subsidy, guarantee, insurance, payment, credit, or tax benefit.

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: \$

* Expected Uses of the Funds:

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: \$

* Expected Uses of the Funds:

(Note: Use Additional pages if necessary.)

Add Attachment

Delete Attachment

View Attachment

Part III Interested Parties. You must decide.

1. All developers, contractors, or consultants involved in the application for the assistance or in the planning, development, or implementation of the project or activity and
2. Any other person who has a financial interest in the project or activity for which the assistance is sought that exceeds \$50,000 or 10 percent of the assistance (whichever is lower).

* Alphabetical list of all persons with a reportable financial interest in the project or activity (For individuals, give the last name first)	* Social Security No. or Employee ID No.	* Type of Participation in Project/Activity	* Financial Interest in Project/Activity (\$ and %)
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %

(Note: Use Additional pages if necessary.)

Add Attachment

Delete Attachment

View Attachment

Certification

Warning: If you knowingly make a false statement on this form, you may be subject to civil or criminal penalties under Section 1001 of Title 18 of the United States Code. In addition, any person who knowingly and materially violates any required disclosures of information, including intentional non-disclosure, is subject to civil money penalty not to exceed \$10,000 for each violation.
I certify that this information is true and complete.

* Signature:

Andrew Parkerson-Gray

* Date: (mm/dd/yyyy)

07/22/2009

Save Form to Print

Facsimile Transmittal

1246054331-2990

U. S. Department of Housing
and Urban Development
Office of Department Grants
Management and Oversight

OMB Approval No. 2525-0118
exp. Date (5/30/2008)

* Name of Document Transmitting: Commitment Letters

1. Applicant Information:

* Legal Name: University of Alaska Fairbanks

* Address:

* Street1: PO Box 757880

Street2:

* City: Fairbanks

County:

* State: AK: Alaska

* Zip Code: 99775-7880

* Country: USA: UNITED STATES

2. Catalog of Federal Domestic Assistance Number:

* Organizational DUNS: [REDACTED] CFDA No.: 14.515

Title: Alaska Native/Native Hawaiian Institutions Assisting Communities

Program Component:

3. Facsimile Contact Information:

Department: Office of Grants & Contracts

Division:

4. Name and telephone number of person to be contacted on matters involving this facsimile.

Prefix: * First Name: Andrew

Middle Name:

* Last Name: Parkerson-Grey

Suffix:

* Phone Number: 907.474.6000

Fax Number: 907.474.5444

* 5. Email: fyosp@uaf.edu

* 6. What is your Transmittal? (Check one box per fax)

☐ a. Certification ☐ b. Document ☒ c. Match/Leverage Letter ☐ d. Other

* 7. How many pages (including cover) are being faxed? 10

Form HUD-96011 (10/12/2004)

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

07/22/2009

4. Applicant Identifier:

Pete.Kusk

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Alaska Fairbanks

* b. Employer/Taxpayer Identification Number (EIN/TIN):

92-6000147

* c. Organizational DUNS:

d. Address:

* Street1:

PO Box 757880

Street2:

* City:

Fairbanks

County:

* State:

AK: Alaska

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

99775-7880

e. Organizational Unit:

Department Name:

Office of Grants & Contracts

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Andrew

Middle Name:

* Last Name:

Parkerson-Gray

Suffix:

Title:

Director, Office of Sponsored Programs

Organizational Affiliation:

University of Alaska Fairbanks

* Telephone Number:

907.474.6000

Fax Number:

907.474.5444

* Email:

fyosp@uaf.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

US Department of Housing and Urban Development

11. Catalog of Federal Domestic Assistance Number:

14.515

CFDA Title:

Alaska Native/Native Hawaiian Institutions Assisting Communities

* 12. Funding Opportunity Number:

FR-5300-N-29

* Title:

Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/HIAC)

13. Competition Identification Number:

ANNHIAC-29

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Western Alaska, Yukon-Kuskokwim region, City of Bethel

* 15. Descriptive Title of Applicant's Project:

Project: Intentional Change for Community Betterment

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

AK-001

* b. Program/Project

AK-001

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

10/01/2009

* b. End Date:

09/30/2012

18. Estimated Funding (\$):

* a. Federal	799,597.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	
* f. Program Income	
* g. TOTAL	1,098,283.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

☐ Yes☒ NoExplanation:

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

Mr.

* First Name:

Andrew

Middle Name:

* Last Name:

Parkerson-Grey

Suffix:

* Title:

Director, Office of Sponsored Programs

* Telephone Number:

907.474.6000

Fax Number:

907.474.5444

* Email:

fyosp@uaf.edu

* Signature of Authorized Representative:

Andrew Parkerson-Gray

* Date Signed:

07/22/2009

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.